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ABSTRACT

The purpose of this study was to determine whether library media specialists and teachers perceived that the restructuring approach in the Coalition of Essential Schools has changed the performance of 37 services of library media specialists. The perceptions of library media specialists and teachers provided data to determine whether library media specialists performed those 37 services more, less, or the same in Coalition schools as compared with their performance of those same services in traditional schools. A questionnaire was administered to 151 randomly selected library media specialists and teachers in the member schools of the Coalition of Essential Schools. Responses from 60 library media specialists and 48 teachers provided the following findings: library media specialists perceived that they performed 11 services more and 24 services the same in Coalition schools as they did in traditional schools, and teachers perceived that media specialists performed 21 services more and 15 services the same in Coalition schools. The results indicate some differences in library media specialists' and teachers' perceptions of the 37 services in Coalition schools as compared to traditional schools. The survey instruments are included in the appendices. (Contains 40 references.) (JLB)

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ED 372 760

THE PERCEIVED PERFORMANCE OF SERVICES OF LIBRARY MEDIA SPECIALISTS IN MEMBER SCHOOLS OF THE COALITION OF ESSENTIAL SCHOOLS

by

NANCY BAKER CLARK

A SCHOLARLY STUDY

Presented in Partial Fulfillment of Requirements
for the Degree of Specialist in Education in
Library Media Technology in the Department
of Middle-Secondary Education & Instructional Technology
in the College of Education
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Atlanta, Georgia

1994

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ABSTRACT

THE PERCEIVED PERFORMANCE OF SERVICES
OF LIBRARY MEDIA SPECIALISTS IN MEMBER SCHOOLS
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Purpose

The purpose of this study was to determine whether library media specialists and teachers perceived that the restructuring approach in the Coalition of Essential Schools has changed the performance of 37 services of library media specialists. The perceptions of library media specialists and teachers provided data to determine whether library media specialists performed those 37 services MORE, LESS, or the SAME in Coalition schools as compared with their performance of those same services in traditional schools. Furthermore, those perceptions were analyzed to determine if the performance of those services indicated an increased emphasis on the instructional consultant role of the library media specialist.

Methods and Procedures

The population for this study was 151 randomly selected library media specialists and 151 randomly selected teachers in the member schools of the Coalition of Essential Schools. A four-page survey questionnaire was developed containing 37 services that reflected the concepts outlined in the library media taxonomies developed by Turner (1985), and Loertscher (1988). Turner's taxonomies described the library media specialist's involvement in the instructional program (the instructional consultant role) as: (a) no involvement, (b) passive participation, (c) reaction, and (d) action (1985). Loertscher's model described the three levels of service provided by the library media specialist as: (a) solid warehousing support, (b) direct services, and (c) resource-based teaching (the instructional consultant role). The questionnaire items also reflected the concepts embodied in the Nine Common Principles of the Coalition of Essential Schools: (a) intellectual focus, (b) simple goals, (c) universal goals, (d) personalization, (e) student-as-worker, (f) student exhibitions, (g) attitude, (h) staff, and (i) budget. Frequencies and percentages of responses were analyzed to answer the research questions.

Results

Responses from 60 library media specialists and 48 teachers provided these findings:

1. Library media specialists perceived that they performed 11 services MORE and 24 services the SAME in Coalition schools as they did in traditional schools. Few respondents perceived that they performed any of the 37 services LESS.

2. Teachers perceived that library media specialists performed 21 services MORE and 15 services the SAME in Coalition schools as they did in traditional schools. Few respondents perceived that library media specialists performed any of the 37 services LESS.

3. Generally, library media specialists and teachers perceived similar performances of the 37 services. However, in a cross-tabulation analysis of 37 library media specialists and teachers from the same schools, there was some discrepancy in perceptions, just as there was with the total population. While a majority of the 37 services related to the library media specialist's instructional consultant role, the responses of library media specialists indicated that they did not perceive an increase in the instructional consultant role in Coalition schools as compared to traditional schools. They perceived that they performed most services the SAME. However, teachers' responses indicated that they perceived that library media specialists performed more services MORE in Coalition schools than in traditional schools. Therefore, teachers' responses indicated some increase in the instructional consultant role.

Conclusions

The results of this study indicate some differences in library media specialists' and teachers' perceptions of the performance of the 37 services in Coalition schools as compared to traditional schools. Results indicate a need for additional research to determine the reasons for the differences in perceptions. Further research is needed to document the impact of the library media program on the Nine Common Principles and the need to include library media programs in restructuring efforts to link the teacher, the subject matter resources, and the learner. Collaborative research among educators in the restructuring movement and those in the library media field can provide data that would benefit all educators and learners.

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CHAPTER I

INTRODUCTION

Overview

Two distinct bodies of education research have existed in near isolation from each other for over 20 years: first, education reform research and, second, library media research. Remarkably, while they have remained independent of each other, the two parallel bodies of research share similar philosophies, use similar language, and state similar goals. Reform research (Goodlad, 1983; Boyer, 1983; Ravitch, 1984; Sizer, 1984, 1989, 1992; Kozol, 1991) has appeared in general education journals and publications that educators from many disciplines read and discuss. However, that body of research rarely mentions the library media program.

Meanwhile, library media research, which places the library media program at the heart of the learning environment (Turner, 1985; Loertscher, 1989; Pickard, 1990; Isom, 1991; Winstead, 1991; Haycock, 1991;), has appeared primarily in journals and publications read by library media educators and practitioners. Hence, the link between the two bodies of research has gone unnoted by many in the general education research community.

Recent articles (Barron, 1989; Breivik, 1991; Bennett & Bracato, 1991; Barron & Bergen, 1992; Gordon, 1993) have focused on the library media program in restructured schools and have addressed the general education public. Those articles have made an impact on the public's awareness of the role of the library media program in the education process.

The library media specialist (teacher, information specialist, and instructional consultant with expertise in information retrieval and resource-based instruction) seems to be the natural partner to collaborate with teachers and administrators in efforts to restructure the learning environment. In addition, a need for researchers in the education reform movement and library media educators or practitioners to collaborate on research is identified in this study. Collaborative research should focus on restructuring the learning environment with the library media program at its center.

The focus of this study was on the restructuring movement of the Coalition of Essential Schools founded at Brown University in 1984. Members of the Coalition have shared Nine Common Principles which provided a basis for restructuring the learning environment. The Nine Common Principles are consistent with the services

and responsibilities of the instructional consultant role of the library media specialist. Therefore, the library media program is essential to the learning process in a restructured school.

Over the years the role of a school librarian has evolved from a keeper of books, audiovisual materials, and equipment or a warehouse manager to an information specialist, an instructional design consultant, and a teacher (Information Power, 1988, p. 26). The terms teacher-librarian (Oberg, 1990; Brown, 1990), team member, and collaborative partner with classroom teachers (Haycock, 1991) also appeared in the literature as the role expanded. The traditional school librarian of the 1950s was portrayed as an isolated person who managed the library but was not significant to delivering curriculum content. In the 1960s, audiovisual materials appeared as educators began to address the nature of the learner and the changes in formats for presenting information. The term media specialist evolved to describe the person who managed the media center which included a variety of audiovisual materials and equipment used to enhance instruction. During the late 1970s and early 1980s, the influx of computers in schools added another dimension for media specialists to manage. As the ways to store and

retrieve information expanded, the role of the library media specialist changed to encompass those developments.

In 1988 Information Power: Guidelines for School Library Media Programs, the document published by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), set the current standards for library media programs. Recent studies (Samuels, n.d.; Pickard, 1990; Isom, 1991; & Barron & Bergen, 1992) have referred to the roles of the library media specialist as those prescribed in Information Power--information specialist, teacher, instructional consultant. The evolution of this three-fold role has paralleled the changing information needs that students, teachers, and administrators have had in the information age. Those changing needs have required not only someone to manage the resources but someone to assist teachers in using them and to help teachers teach (Turner, 1985, p.10). In many ways, the changing role of the library media specialist (from warehouse keeper to information specialist, teacher, and instructional consultant) has paralleled the changing role of the teacher from "deliverer-of-instructional-services" to coach or facilitator (Sizer, 1989, p. 3). Ironically, what has

remained virtually unchanged throughout the evolution of the roles of librarians and teachers has been the structure of the education process itself.

For more than half a century, nationally acclaimed researchers have sought to evaluate the state of public education and to address the glaring shortcomings of the system. The Progressive Education Association's "Eight Year Study" of the 1930s, the Head Start Programs of the 1960s, The Carnegie Task Force's reports, A Place Called School (Goodlad, 1983), A Nation At Risk (The National Commission on Excellence in Education, 1983), High School: A Report On Secondary Education In America (Boyer, 1983), The Troubled Crusade (Ravitch, 1984), Horace's Compromise (Sizer, 1984), Horace's School (Sizer, 1989), and Savage Inequalities (Kozol, 1991) have all provided strong arguments for changing the foundation of public education.

Those studies have resulted in a significant effort to change a structure which had remained virtually unchanged for over one hundred years. Since many educators have put forth ideas about how to improve public education, several restructuring options have emerged. While each group has developed its own approach to the problems, all seem to share some basic concerns about the current system: high student/teacher

ratios, lack of student engagement, tracking, low standards, teacher isolation, insufficient funding, lack of parental support, and lack of autonomy. The role of the library media program in one reform group's approach to restructuring, the Coalition of Essential Schools organized by Theodore Sizer in 1984 at Brown University, is the focus of this study.

Since the Coalition's beginning in the early 1980s, the emphasis has been on the Nine Common Principles as a foundation for school change. The Nine Common Principles called for are:

1. an intellectual focus, helping students to use their minds well;

2. simple goals, mastering essential skills and areas of knowledge and embracing the less-is-more concept;

3. universal goals, applying to all students;

4. personalization, student-teacher ratios of no more than 80:1 with local control over pedagogies and materials;

5. student-as-worker, teacher-as-coach or facilitator;

6. student exhibitions, demonstrating mastery of learning for graduation;

7. attitude, a tone of trust, fairness, and

decency;

8. staff, teachers, and administrators functioning as generalists first and specialists second while serving multiple roles (teacher-counselor-manager);

9. budgets providing low student-teacher ratios, competitive salaries, time for collective planning, and per-pupil costs not to exceed the cost of traditional schools by more than 10% (Sizer, 1989, pp. 2-4).

In his book Horace's Compromise, Sizer identified the four essential or core areas of the curriculum as language arts, social studies, math, and science. (Foreign language is sometimes referred to as the fifth essential.) Coalition teachers have encouraged students to cover less material but to study and learn that material in greater depth. To accomplish the less-is-more goal, students needed to have access to a variety of resources other than textbooks. According to Dempster (1993), "Exposing students to less material but in more depth will . . . lead to greater learning than the current practice of exposing students to a large amount of often disconnected information" (p. 433). Dempster found "teachers cannot possibly cover all the material adequately . . . [because textbooks are] so packed with facts, names, and details that the real point of the lesson is obscured" (p. 434).

The in-depth research prescribed by the less-is-more concept combined with integrating the curriculum have required that teachers and students use additional resources (Cushman, 1993, p. 1). However, no mention of the library media program or the library media specialist has occurred in the early literature which focuses on the restructured school. Until recently, no researchers have published studies focusing on the role of library media services in the coalition school. A gap has existed between the Coalition's emphasis on the Nine Principles for providing a restructured learning environment for the student-as-worker, teacher-as-coach or facilitator, and the role of the library media specialist needed to provide the resources, the expertise, and the assistance required to design that learning environment.

In an ethnographic study of eight original Coalition schools spanning 1986 through 1990, Muncey and McQuillan (1993) reported that the "Coalition's reform effort had focused on improving classroom teaching and learning, beginning with the 'triangle of learning'--the relationship between teacher, student, and subject matter" (p. 487). Proponents of the Coalition believed that the general nature of the Nine Common Principles and the individual interpretation by each school would

lead to schoolwide change encompassing all areas and personnel in the school.

The findings of the Muncey and McQuillan (1993) study have not supported that belief. On the contrary, their study indicated that teachers involved in change tended to be isolated from the rest of the school. Muncey and McQuillan did not intend for their research "to ring the death knell for restructuring" (p. 489) despite the seemingly negative findings. They perceived a major problem with restructuring to be that the level of change involved was extensive and unprecedented.

> Although our research spanned nearly five years, the structure, dominant pedagogy, and disciplinary divisions of American secondary schools have remained relatively unchanged for nearly 100 years. (p. 489)

Perhaps the results would have been significantly different if the "triangle of learning" had included the library media program at the center.

Gordon (1993), former librarian at Central Park East Secondary School (CPESS), a Coalition school in Harlem, focused on three concepts in his article, "The Essential Library: Partner in School Design" which addressed:

(1) Why CPESS saw the library differently

> from the way it is perceived in many traditional high schools;
>
> (2) How good school libraries in traditional schools are living examples of the Coalition of Essential Schools's nine Common Principles in practice; and
>
> (3) How the CPESS library enables students to do the kinds of work characteristic of an Essential School. (p. 1)

Gordon's study of CPESS has demonstrated an important link between the Common Principles and the library and has provided vital information for this study.

Statement of the Problem

The goal of this study was to determine whether the restructuring in Coalition schools has significantly changed the performance of services and responsibilities of library media specialists as compared to their performance of those same services and responsibilities when in traditional schools. Data were collected to answer the following questions:

1. Did library media specialists perceive that they performed the services and responsibilities of their roles in Coalition schools MORE, LESS, or the SAME as they did in traditional schools?

2. Did teachers perceive that the library media specialists performed the services and responsibilities of their roles in Coalition schools MORE, LESS, or the SAME as they did in traditional schools?

3. Did the library media specialists' performance of the services and responsibilities in Coalition schools indicate an increased emphasis on the role of instructional consultant as defined in Information Power?

Significance of the Study

The results identified the need to combine library media research with restructuring research and add to that body of information. Educators have not focused on library media services in their writings about school restructuring. Therefore, there is little documented evidence that researchers in restructuring considered library media programs significant in restructured schools. Library media practitioners and library media educators have written the few articles which have addressed library media services in restructured schools.

Researchers in education could use the information from this study as a benchmark for evaluating the impact of the essential library media program on the Nine

well, (b) master a limited number of essential skills and areas of knowledge, (c) practice less-is-more, (d) experience personalized learning, (e) perform at the optimum level of student-as-worker, or (f) demonstrate mastery through exhibitions (Sizer, 1992b, pp. 207-208).

A further assumption of this study was that the increase in the use of technology in education has changed the way library media specialists perform some of their services. Responses to survey questions which dealt with computers and technology might reflect changes due to increased technology rather than changes related to the Coalition. As Eisenberg (1987) noted:

> Responsibilities associated with computer technology provide a final example of the trends noted above. . . . the media specialist is responsible for materials provision , i.e., providing users with access to machines and software. . . . promotion of literacy--in this case technological, computer literacy. . . . the availability of reference sources and information via computer (online information utilities, microcomputer-based databases, compact disc, etc.) require library media specialists to use these materials and to instruct students in the use of computer-based

Common Principles of the Coalition of Essential Schools. They could also use the information to predict the impact the school restructuring movement might have on school library media services in schools of the future.

Finally, the study has implications for changes which AASL and AECT might address in future revisions of Information Power, the national standard for library media programs. Future changes could reflect the collaboration between researchers in the field of school restructuring and the field of library media. That collaboration could expand the influence of Information Power to the larger education community and affect the school restructuring process.

Assumptions and Delimitations

An assumption of this study was that teachers could cover the curriculum content by using textbooks and library resources in a traditional high school program. However, without the benefit of a fully integrated library media program and the professional library media staff to provide unrestricted access to the resources and services needed to develop information literacy skills, teachers are less likely to provide the learning environment for students to realize the principles of the Coalition; such as, (a) learn to use their minds

information sources. (p. 3)

Only the 151 member schools of the Coalition of Essential Schools were considered in this study. One library media specialist and one classroom teacher in each of the 151 member schools were surveyed.

Definition of Terms

The following definitions indicate how these terms were used in this study:

School restructuring: rebuilding the schools by redesigning the school day and the curriculum.

Coalition of Essential Schools: group of schools whose faculty have agreed to subscribe to the Nine Common Principles in restructuring or redesigning their school (Sizer, 1986, p. 39).

Nine Common Principles: the tenets of school design in a Coalition of Essential Schools member school. They are: (a) Intellectual focus, (b) Simple goals, (c) Universal goals, (d) Personalization, (e) Student-as-worker, (f) Student exhibitions, (g) Attitude, (h) Staff, (i) Budget (Sizer, 1986, p. 41).

Authentic assessment: assessment which involves demonstrating mastery and specifically relates to the goals and objectives for student outcomes.

Portfolio: a cumulative collection of student work

designed to demonstrate mastery of content over a specified period of time (e.g., quarter, semester, year, high school career).

Exhibition: student performance to demonstrate learning (e.g. computer presentation, dramatic skit, videotape, original art, music, writing, or other creative effort).

Information literacy: the skills to access, interpret, and use information in a variety of formats.

Instructional Consultant: "consults with teachers as they employ a wide range of resources and teaching methodologies to meet the intellectual and developmental needs of students" (Information Power, 1988, p. 34).

CHAPTER 2

REVIEW OF RELATED LITERATURE

Background

The literature reviewed for this study covered four categories of information: standards for library media programs, taxonomies and models for library media programs, school restructuring in the Coalition of Essential Schools, and school libraries in restructured schools. Most of the information in the four categories separated into two parallel bodies of research: restructuring and library media. Some recent articles written by library media educators and practitioners have addressed the link between library media programs and the restructured learning environment.

Standards Literature

In 1920, the Committee on Library Organization and Equipment of the National Educational Association (NEA) wrote the first standards for secondary school libraries, and the American Library Association (ALA) published them (Information Power, 1988, p. v). In 1925, NEA and ALA jointly developed Elementary School Library Standards, and ALA published the K-12 standards in School Libraries for Today and Tomorrow in 1945. The

standards differentiated between the role of the public library and that of the school library by delineating what functions or services each would perform.

The American Association of School Librarians (AASL) prepared Standards for School Library Programs in 1960 to address the changes which had occurred in school library media programs since 1945. Primarily, those changes dealt with increasing services to teachers and students. The Standards addressed both audiovisual materials and the role of the school librarian as a teacher who worked with the classroom teacher to integrate library skills into the overall instructional program (Information Power, 1988, p. v).

In the mid 1960s, money made a major impact on school libraries when it became available to address the special curriculum needs of students not previously addressed. School libraries purchased additional resources and equipment. The Department of Audiovisual Instruction of the National Educational Association (DAVI, now AECT), along with AASL and other professional associations, prepared Standards for School Media Programs in 1969. The Standards used the terms media center, media specialist, and media program to show that they included all types of media and that they were equally important to the instructional program.

According to the 1969 standards, media specialists were to work with classroom teachers to design and implement instructional activities to support the curriculum and to promote the development of listening, reading, and viewing skills (Information Power, 1988, p. vi).

In August of 1974, AASL and AECT once again addressed the changing role of the library media specialist at a conference on Futurism and School Media Development: Proceedings of a Higher Education Institute at Western Michigan University in Kalamazoo. Ely, Lloyd, Hug, DeJohn, Hawkins, and Brickell presented papers at that conference as summarized below.

At the 1974 conference Ely spoke of the future trends and changes in society depicted in books such as Toffler's Future Shock, Kahn's and Wiener's The Year 2000, Bell's Toward the Year 2000, Morphet's Designing Education for the Future, and Worth's A Choice of Futures. Those trends and changes had great implications for those library media professionals who chose to be proactive, creating the future, rather than reactive, responding to someone else's creation (p. 12).

Ely (1974) traced the role of the library media professional from the concern for educational products delivery (getting the right materials to the right place at the right time) to the concern for communication of

ideas. The role had evolved into "an amalgam of several disciplines and fields in an applied setting." In that setting, "the media became one component of a series of ordered steps which assisted in the creation of an instructional system . . . an ordered process of teaching" (p. 4).

Ely (1974) predicted the following changes which would affect education by the year 2000:

1. a 25% increase in population, with a higher percentage of people under age 25;

2. 80% of the population would be urban by 1980, and 90% by 2000;

3. per capita income would increase, but buying power would decrease;

4. the impact of work, marriage, family, and religion would decrease while interpersonal relationships and individual involvement would increase;

5. mental illness, drug abuse, alcoholism, and crime would increase;

6. tension between blacks and whites, rich and poor, and young and old would increase;

7. technology would increase, particularly in developing nations (p. 7).

All of these changes would lead to changes in education to provide for:

1. access to educational opportunity;

2. diversity of educational opportunity;

3. cooperation in developing consortia for delivery of services from school, community, and government;

4. participation by educators, parents, and learners;

5. acceptance of technology as impacting self-expression, involvement in the learning process, individualization of instruction, and production of rewarding school work. Education would bridge the gap between the actual and the ideal (Ely, p. 9-10). These same issues were addressed in the Coalition of Essential Schools' Nine Common Principles 10 years later (Sizer, 1986, p. 41).

Worth (cited in Ely, 1974) identified 10 principles for the future of education: Adaptability, Context (relevancy), Coordination (harmony), Diversity (choices), Efficiency, Equity, Participation, Personalization, Quality, and Unity (p. 11). Those principles were similar in concept to the Nine Common Principles of the Coalition of Essential Schools (Sizer, 1986, p. 41) organized by Theodore Sizer 10 years later as a foundation for restructuring America's high schools.

Lloyd (1974) stated that the purpose of revising the guidelines or standards for library media programs was to improve the educational possibilities for learners. Lloyd described the development of the Task Force appointed in 1971 to focus on: (a) the learner, (b) the inter-relationships between school and district-level programs, (c) program rather than things, (d) further conceptualization of media programs, (e) systematic development of program, and (f) flexibility. Furthermore, Lloyd defined media as all forms and channels of communication (p. 20).

The conference task force designed its report to promote more purposeful programs. It covered such aspects of the media program as purpose, functions, personnel, operations, collections, and facilities. Hug (1974) reported that Arthur Foshay believed the purpose of the media program was to promote the intellectual, emotional, social, physical, aesthetic, and spiritual growth of its users (p. 27). The document that resulted from the conference moved beyond the curriculum guide, the audiovisual support system, and the school library to establish what Lloyd (1974) described as "relationships among people, materials, machines, and facilities that interface to form the programs" (p. 29). The program must be "built on real, not perceived needs

of human beings" (p. 30). The goal was to involve the learner as doer, not receiver. The term service did not refer to the relationship between the educational program and the media program because Lloyd regarded the media program as essential to the educational program (pp. 43-44). DeJohn (1974) stated that the role of the school media program was to prepare students "to live in a different kind of information environment" (p. 69). If students were to become "discriminating users" of information services when they entered the adult world, the preparation had to begin in elementary school (pp. 69-70).

Hawkins (1974) reported on the impact of the Accountability Movement of the 1970s. His model provided six components for measuring accountability: (a) identify goals; (b) define performance objectives; (c) assess needs of students, teachers, principals, and school; (d) analyze the delivery system or systems for addressing needs; (e) evaluate delivery; and (f) make recommendations for improvements. Hawkins stated that accountability was both economic and political (p. 83).

According to Hawkins (1974), a model for accountability developed for the state of Michigan identified the educational goals as Citizenship and Morality, Democracy and Equal Opportunity, and Student

Learning (p. 87-88). Students had to pass exit competencies in reading, math, and English expression. (p. 93) The media specialist's responsibility was to match resources to particular subject areas and learner objectives (p. 94).

Henry Brickell (1974) described the evolution of the role of the library media specialist in the military term of "Hot Pursuit." Brickell saw the library media specialist as moving from the circulation desk to the teacher's classroom as the teacher's mind and muscles, from passive to active, from observer to helper, and from participant to leader. Brickell found that a flaw in the conference document was that the guidelines addressed outcomes only in the budget area, not in the learning area (p. 113).

While the role of library media specialist changed, the school model did not. That model still had one teacher and 25 students. Brickell (1974) believed that if library media specialists could not demonstrate that they knew more and affected outcomes, educators would not regard their role as significant (p. 124). The hope and optimism of the 1960s gave way to the realism and taking stock of the 1970s. Brickell held that it would be easier to change what teachers knew and measure that than to try to evaluate student knowledge (p. 128).

If library media specialists raised the level of teachers' knowledge by teaching them about learning and resources, Brickell (1974) believed that would make a bigger impact on the learning process than library media specialists' trying to deal with content areas they did not necessarily know well. He saw the best model for student outcomes as a career education program in which students exhibited behaviors that demonstrated they had learned something more than facts, and were therefore able to get jobs. Brickell believed that input-output model would work in other areas of the instructional process.

> As you're looking for something other than factual knowledge, as you go up the cognitive scale, and up the affective scale, from simple knowledge through understanding and the ability to analyze and synthesize using Bloom's taxonomic classification, as you go up toward the more complex behaviors that the phrase quality of life suggests, we'll be more likely to use lumpy, summary, situational, live test circumstances, rather than paper and pencil tests. (p. 134)

That collaboration at the conference in Kalamazoo resulted in the publication of Media Programs: District

And School (1975) and focused on the systems approach to media services. That document addressed the link between the instructional program and the library media program, the issue of accountability, the role of evaluation, and the future of the library media program in schools (Ely, 1974, abstract).

In 1988, ALA published the AASL and AECT revision of the standards for library media programs in Information Power: Guidelines for School Library Media Programs. The guidelines defined three roles of the library media specialist in the library media program as information specialist, teacher, and instructional design consultant. Those roles qualified the impact of the library media program on the instructional program which had not previously been described.

The principles of the Coalition of Essential Schools developed in 1984 seemed to echo many of the same sentiments about learning and learners expressed by those library professionals and futurists at the proceedings in Kalamazoo in 1974 and again in Information Power. The Nine Common Principles addressed: (a) intellectual focus, (b) simple goals, (c) universal goals, (d) personalization, (e) student-as-worker and teacher-as-coach, (f) student exhibitions, (g) attitude, (h) staff, and (i) budget. The library

media literature from 1974-1993 identified library media specialists as the professionals with the expertise and resources to help teachers teach and students learn. The collaborative research needed to link those shared visions for education was missing. This study addressed that link.

Library Media Taxonomies and Models Literature

Turner (1985) analyzed the activities of school library media specialists; reviewed the contents of programs which prepared library media specialists; and divided those activities into three areas: "promoting reading and viewing by children and young adults, providing library instruction and reference services, and helping teachers in the design, implementation, and evaluation of instruction" (p. 6). He developed a model for library media specialists to help teachers teach. While the library media center was not necessarily the heart of the instructional program, Turner noted that the library media specialists were the best people to help teachers plan, implement, and evaluate instruction (p. 7). He described the steps of instructional design consultation as:

1. deciding what to teach (test design),
2. getting to know the student (learner analysis),

3. deciding what the student should be able to do after instruction (performance objectives)

4. preparing and giving tests (test design),

5. obtaining teaching materials (materials selection),

6. planning instructional activities (activities development),

7. teaching (implementation),

8. considering the effectiveness of the teaching (evaluation) (Turner, 1985, p. 12).

Turner (1985) further described the involvement of the library media specialist in instructional design as having four levels: (a) no involvement, (b) passive participation--maintains materials, equipment, and facilities, (c) reaction--responds to teacher requests, (d) action/education--works as a team member to implement steps in the instructional design (p. 15).

Loertscher (1988) developed a model which included as a foundation, three levels of library media service:

1. solid warehousing support--providing access to materials, equipment, and facilities;

2. direct services to teachers and students--individual attention, reference work, gathering materials, public relations, and teaching support;

3. resource-based teaching--developing units of

instruction using the resources available in the library media center rather than textbooks. The levels covered the gamut of clerical and professional skills, with warehousing as the lowest clerical level and resource-based teaching as the highest professional level (p. 6-7).

Loertscher (1988) described the levels as the foundation for a continuum of activities composing the library media program, which included reading motivation, research skills, information analysis, technology skills, cultural literacy, and targeted student groups. The activities reflected the goals of the school instructional program (p. 7-8). The library media program described by Loertscher began with the foundation and progressed through an 11-step taxonomy which corresponded to the three foundation levels:

1. No Involvement (warehousing)
2. Self-Help (Warehousing)
3. Individual Reference Assistance (Direct Services)
4. Spontaneous Interaction and Gathering (Direct Services)
5. Cursory Planning (Direct Services)
6. Planned Gathering (Direct Services)
7. Evangelistic Outreach (Direct Services)

8. Scheduled Planning in the Support Role (Resource-based Teaching)

9. Instructional Design, Level I (Resource-based Teaching)

10. Instructional Design, Level II (Resource-based Teaching)

11. Curriculum Development (Resource-based Teaching) (p. 9-10).

In 1987, Callison described the Loertscher Taxonomy in terms of three philosophical types of library media specialists: reactive, responds to requests; proactive, actively promotes the program in the school; and interactive, assumes an active role in curriculum development in the school (p. 25).

Pickard (1990) applied those same philosophical labels to the questionnaire results in her study of The Instructional Consultant Role of the School Library Media Specialist. She found that of the 61.4% of her respondents who felt that the interactive role was important, 9.6% actually practiced it. She found that of the 81.9% of her respondents who who felt that the proactive role was important, 41% actually practiced it. She found that of the 94% of her respondents who felt that the the reactive role was important, 73% actually practiced it (p. 57). Pickard concluded that there was

a gap between the perception of importance and the actual practice of the library media specialist's role as instructional design consultant (p. 66).

Coalition of Essential Schools Literature

In the 1980s, commission reports like that of the Carnegie Task Force suggested that the nation should rebuild its schools. However, legislatures neither appropriated money nor mandated standards to accomplish such rebuilding. In fact, the basic school design remained unchanged.

> Age grading, subject organization, and the common metaphor of "delivery of instructional services" have all been retained. What has been added is more of the same: a longer school year, an extra class period each day, rigorous student testing, and so on. When reform reports have cited basic structural flaws (e.g., student/teacher ratios in the high schools of more than 150:1 and student/counselor ratios twice as high), the costs of changing them have rarely been realistically addressed. (Sizer, 1986, p. 38)

Restructuring the basic design of the high school was at the heart of the Coalition of Essential Schools,

"organized in 1984 and based on the findings of A Study of High Schools, a research project spanning the years 1979 through 1984" (Sizer, 1986, p. 38). The National Association of Secondary School Principals and the National Association of Independent Schools co-sponsored the Coalition of Essential Schools and A Study of High Schools (Sizer, 1986, p. 38). Although teacher union groups have supported the Coalition, state governments have not offered financial support for restructuring.

> As Diane Ravitch and David Cohen have argued, Americans get the schools they want or deserve. The "shopping mall high school" evolved because we wanted it, and a school that values thorough mastery of the intellectual skills and knowledge essential in a modern society will appear only when we want it to. (Sizer, 1986, p. 41)

Sizer stated that,

> No two good schools are ever quite alike. No good school is exactly the same from one year to the next. Good schools sensitively reflect their communities--both the students and teachers within the school building, and the wider neighborhood it serves. . . . A good school is the special creation of its own

> faculty--its teachers, counselors, and administrators. . . . a faculty feels a sense of authority and control over its own school. If these conclusions about good schools hold--and they are widely shared among thoughtful school people and researchers who have looked carefully at successful school--does this mean that there is no such thing as a good "model" school? The answer is yes: There is no such thing as a distinct, detailed blueprint for a fine school any more than there is such for a successful family. (Sizer, 1989, p. 1)

Sizer, the acknowledged "inspirational leader" for the Coalition of Essential Schools, stated that "the project belongs to the educators in each school" (Chion-Kenney, 1987, p. 18). What educators in Coalition schools have shared in common were certain basic ideas, the Nine Common Principles.

> The ideas coalition members share are often expressed through a series of catchwords and phrases:
>
> * Student-as-worker; teacher-as-coach; parent-as-essential collaborator.
> * Diploma by exhibition, not "credits earned" by "time spent."

* Less is More. An intellectual focus on "essential skills and questions," not "content coverage" of a mandated curriculum.

* Personalized instruction and collegial collaboration. (Chion-Kenney, 1987, p. 18)

Chion-Kenney further explained that the mission for teachers in coalition schools "is to create an intellectual atmosphere in which instruction is personalized and students are provoked to take charge of their own learning. The goal is that each student leaves high school with the ability to think, question, and reason" (1987, p. 18).

To achieve that goal, teachers have committed to integrate curricula across disciplines in order to create an intellectual atmosphere and to personalize learning. The integration of curricula requires that teachers design interdisciplinary curricula. Furthermore, the integration of curricula requires teachers in all disciplines to plan and teach unfamiliar material in new ways. Pat Walter, a veteran English teacher at Central Park East Secondary School in Harlem, explained:

> Because I'm a generalist, I'm forced to learn new areas . . . Last year when we were talking about empowerment, we taught the French

> Revolution. What did I know about the French Revolution but from [sic] what I learned twenty-five years ago in college? But now, since we taught the French Revolution, and since I know we'll do it again next year, I'm more tuned to seeking out materials. I'm learning myself, and that's my favorite part [of this job]. (cited in Chion-Kenney, 1987, p. 26)

Grant Wiggins, director of research for the Coalition of Essential Schools, said of the coalition concept of "generalists" that,

> We mean not only that teachers should teach across disciplines, but that they should approach their disciplines as generalists--that they should find interesting ways to introduce specialized material to a general audience. (Chion-Kenney, 1987, p. 26)

Librarians, functioning in their role as instructional design consultants, have provided interesting ways to introduce specialized material to audiences. Gordon (1993) stated that,

> Librarians have always balanced the dual roles of generalist and specialist. We respond to requests reflecting every discipline. It is

> natural for us to see the way knowledge intersects. . . . The librarian should have a place in every meeting in which curriculum is being discussed, to contribute both generalist ideas and expertise about existing resources. . . . it is nice to have access to as much useful material as possible. Still, the cardinal thing offered is not the objects, it is the techniques. Knowing how to use them, how to access them, how to ask for the right kind of help, and feeling entitled to ask are the benchmarks of this library. Its goal is to be able to get any student or adult started, to help them focus on what the basic problems are, and to coach them through to mastery of the required skills. The library becomes a workshop, or studio, where adults and students are engaged in real work. (pp. 8-9)

In coalition schools students have acquired knowledge and demonstrated mastery through the process of answering critical or essential questions. Cushman (1993), stated,

> When high schools focus on what thinking skills they want graduates to have, getting

> there becomes the whole point of the curriculum. Subject-area boundaries take a back seat to essential questions, and to answer them students and teachers muster resources from all sides. (p. 1)

Integrating content across the curriculum has been a complicated task and has required a link for students, teachers, and resources in the focus on thinking skills. Cushman (1993) pointed out that "When teachers agree to organize the curriculum around mastering thinking skills through exploring substantive content, the curriculum opens into true integration" (p. 4). Gordon (1993) reinforced that argument:

> The library is prepared to operate in a similar manner: it begins with a question, a need to uncover information. The librarian does not routinely give the item over to the student. Instead students are coached through the steps they need to uncover the information for themselves. Students are prompted to consider how the items they find fit into citations and how they relate to associated classes of information that might be useful or interesting. (p. 10)

According to Information Power (1988), library

media specialists should be teachers, information specialists, and instructional consultants and, therefore, may provide the essential instructional link needed to integrate the curriculum. "Without the library 'less is more' rapidly deteriorates to 'less is *much* less'" (Gordon, 1993, p. 4). As Gordon illustrated, the traditional school library is:

> a model for the changes envisioned. . . . For example, librarians greeting a student entering the library don't see a "math student" or an "English student," they see a person with a question. Attending to each student's needs, the librarian typically thinks of the links and connections between resources in a range of disciplines that may yield results. A history book may be essential to understanding the setting of a novel, while a math or science book will be needed to help understand what the characters of the same novel are talking about. When a school restructures itself to reflect "less is more," it is merely catching up with the way a good library already operates, breaking down the "walls" that separate parts of the curriculum. (1993, p. 4)

John Goodlad referred to middle and secondary schools "as the Bermuda triangle of change . . . many people dedicated to change have entered . . . and never been seen again" (Winstead, 1991, p. 7). Although many schools attempted changes in the 1960s, changing the organizational structure was extremely difficult for teachers whose repertoire included primarily lecture and seatwork. Goodlad addressed resource-based teaching as a means to help teachers restructure the learning environment:

> The resource-based teaching makes a lot of sense. The idea becomes particularly useful when the resource specialist is allied with a team of teachers responsible for the vertical unit of the school. An example would be where a team takes the same group of children through three or four years of instruction. It becomes very important for the team of teachers to be closely allied with the resource specialist so that person can provide the extremely varied array of materials that are necessary. You can't meet the varied instructional needs of this group of youngsters with a standard textbook series. You've got to have richer resources.

(Winstead, 1991, p. 9)

Those "richer resources" were the resources found in the library media center; and the "resource specialist" was the library media specialist trained as a teacher, information specialist, and instructional design consultant.

Libraries in Restructured Schools Literature

Barron (1989) found that confusion abounded for educators and the general public in trying to understand the implications of restructuring America's schools.

> Restructuring the curriculum can mean getting away from textbook- and lecture-centered instruction by moving toward multiple resources and exploratory learning. It can also mean letting teachers become more involved in the decision making of the school; . . . Restructuring the financing of the school gets into the whole issue of 'excessive' government spending, vouchers, and allocating public funds for private school. Learning theorists want to restructure the school to provide for individual differences and modalities of learning. (p. 49)

According to Barron (1991), the one thing people

can agree on about restructuring is that something needs to be done about what we are teaching and the way we are teaching it (p. 49). He addressed implications for the library media center in a restructured school by suggesting that library media specialists should (a) work with teachers to select resources that address curriculum needs; (b) serve as an information resource to teachers and administrators so that they can make good decisions about the education process; (c) plan and defend a budget that will supply funding for the resources needed for the instructional program; and (d) keep informed about the realm of restructuring, about national goals for education, and about national standards and examinations in education (p. 50).

Barron and Bergen (1992) stated that throughout history librarians have been responsible for "gathering information, storing it, developing systems to retrieve it, and helping others become better users of it" (p. 522). However, in the "Information Age" libraries were "information utilities" which could provide the information and materials needed by students and teachers in restructured schools (p. 522). Barron and Bergen outlined the way in which restructured school libraries provided the necessary link for students, teachers, and information resources.

> If you want to get your school beyond textbooks and lectures; to participate in whole-language instruction; to develop effective programs in critical thinking; to help students survive and thrive in an information-based economy; to increase the chances that your students will become lifelong learners; to integrate television, satellite, and computer technologies into your curriculum; to have access to educational resources and materials beyond the walls of your school; and to provide yourself and other members of the instructional team with information that will improve efforts to implement site-based management--then you want *information power*. And the place to get it is the restructured school library of the Nineties. (p. 522)

The roles of the library media specialist described in Information Power suggested that the library media specialist:

> should have a master's degree in library and information science with a strong preparation in educational technology. . . . be a master teacher able to work with classroom teachers to integrate information management skills

> into their curriculum and classes. . . . be a good manager of human and material resources because the library media program must be systematically planned, implemented, and evaluated. (Barron & Bergen, 1992, p. 523)

That preparation would ensure that the library media specialist could help teachers and students locate and use both simple factual information and complex research information on critical or essential questions. The library media specialist must be a "partner to the other members of the instructional team" (Barron & Bergen, 1992, p. 524).

Barron and Bergen (1992) outlined seven issues which educators must address in order to realize the potential of Information Power in restructured schools. They included:

1. Image--The library media specialist's image has not changed to reflect the practices of Information Power due to a lack of understanding by potential teachers in education schools of the proper role of the library media specialist and the low expectations of the library media specialist by teachers and administrators. Because they do not fully understand the roles themselves, some teachers and administrators have not demanded that library media specialists utilize new

technologies and expand information services to match Information Age requirements.

2. Scheduling--Many Schools have not fully implemented flexible scheduling to afford the best access for students and teachers to use the resources and services in the library media center.

3. Information literacy--Teachers and library media specialists must prepare students to access, evaluate, and use information in the Information Age. The partnership between teachers and library media specialists must provide the opportunity for students to learn the skills by using them to answer critical questions in real situations, not in isolation.

4. Lifelong learning--Educators must address the reality that information and knowledge are increasing, job requirements are changing, and students will need to know how to access and use information throughout their lifetimes.

5. Effective use of technology--Library media specialists must help students and teachers learn to access and use information in a variety of formats including books, CD-ROM databases, telecommunications capabilities, and satellite communications capabilities.

6. Access to resources beyond the school--No single library can contain all of the information

sources that students and teachers need to use. It is critical that school libraries network with other information sources in the community and across the globe.

7. Whole-language instruction--Teachers and library media specialists must work together to select resources (including trade books, newspapers, and magazines) to supplement the textbook. The library media center can house those resources or circulate them to the classrooms in order to address the information needs of students and teachers. Building a library collection that students and teachers use will reinforce the use of a library to find information and to solve problems throughout life (pp. 524-525).

Bennett and Bracato (1991) pointed out that:

> by training and experience, the school media specialist has both an instructional and management background. Because of this dual background, the media specialist is in a position to help effect school restructuring. The principal and the media specialist are the two professionals in the building who have a global view of the curriculum, maintain contact with all classroom teachers, and share similar leadership responsibilities. . . . [The role of

> the traditional librarian has evolved into] an "instructional consultant" who assists teachers in the development of the instructional program through the planned use of media resources. . . . In a service and information economy, patrons place a premium both on getting excellent service and receiving timely information. (pp. 41-42)

Keegan and Westerberg (1991) noted that the skills required for survival in the Industrial Age were not sufficient for survival in the Information Age. They maintained that "students must develop the knowledge, skills, and habits that enable them to locate, evaluate, and use information to solve problems" (p. 9).

They described Direction 2000, a project at Littleton High School (Colorado) to restructure the educational environment. The project participants stated the following principles about the learning environment in the Information Age:

* All students are educated to a level previously obtained by only the top one-third of students
* All students master the attitudes, knowledge, and skills necessary to thrive in the Information Age of the 21st century,

including higher order thinking skills and habits, information processing skills, learning how to learn, depth of understanding, and thoughtfulness

* Students know how to use technology to solve problems

* Students earn graduation by demonstrating mastery of stated learning goals through exhibitions and portfolios rather than by the current criterion of "seat time"

* Interdisciplinary teaching and learning permeate the environment

* Education is primarily resource-based rather than content-based

* Curriculum and pedagogy are based on the "student-as-worker and teacher-as-coach" concept; interactive learning is emphasized

* Education is individualized, accommodating the unique learning styles (abilities, needs, motivations) of each student to the greatest degree possible. (Keegan & Westerberg, 1991, p. 10)

While the literature of reform generated in the early 1980s guided the Direction 2000 project, Keegan and Westerberg (1991) noted that planners left out

library media centers in school reform. That seemed a major oversight given the types of information skills required of students in the restructured learning environments which the literature addressed (p. 10).

During the late 1980s as educators wrote and published school reform research, the library professional associations also focused on information literacy research. In 1987, the president of the American Library Association (ALA) appointed a committee:

> to define information literacy within the higher literacies and its importance to student performance, life-long learning, and active citizenship; to design one or more models for information literacy development appropriate to formal and informal learning environments throughout people's lifetimes; and to determine implications for the continuing education and development of teachers (Presidential Committee, 1989). The Committee's *Final Report* provides an excellent framework for any school administrator attempting to make sense out of restructuring by suggesting ways in which the school library can turn the vision of the restructured school

into reality. (Keegan & Westerberg, 1991, p. 11)

Because of the variety of information sources available in them, library media centers have approximated the real world situation far better than textbooks have or could. If, as Keegan and Westerberg (1991) have indicated, "the primary goal of education is to create information-literate graduates," (p. 12) schools must provide the resources and the personnel in a learning environment conducive to creating that product. The library media center has provided both the logical setting for that learning and the process for integrating the resources across the curriculum. That process included "individualizing instruction, finding interests and tasks suitable for all ability levels, stressing higher order thinking skills, and allowing for the preparation of exhibitions, portfolios, etc" (p. 12).

Keegan and Westerberg (1991) asserted:

> The vital importance of resource-based learning to curriculum requirements will require that teachers and librarians . . . spend more time together working on lesson development with more emphasis on the design of essential questions for problem-solving assignments. The

> essential questions must give students opportunities for "locating, evaluating, and using" information. . . . the time is ripe to recognize the importance of library personnel and library resources in the restructuring process. (pp. 13-14)

Klasing (1991) described the library media center in a restructured school as a "learning laboratory" where students are "participatory learners." The laboratory concept required that architects address certain elements in the design of the facility. Such elements included closed circuit access to cable and satellite transmissions and wiring for work stations throughout the library media center as well as the classrooms to provide electronic access to the online catalog, the CD-ROM databases, and remote online databases available in and through the school library media center. The library media resources should also be available after school hours which might include remote access capabilities via telecommunications (pp. 37-38). In effect:

> It is time to build for the 21st century and beyond, to build for the changing structure of the school program, to integrate technology, and to accommodate students who come to the

school experienced in the products of the Information Age. (Klasing, 1991, p. 42)

In describing the current state of education, Breivick (1991) observed:

> Teachers teach the way they were taught, and within this traditional approach to teaching, the teacher holds forth as the font of all knowledge, providing packaged information to students in the form of lectures, textbooks, workbooks, reading lists, and lists of reserved materials.
>
> The problem solving that does occur takes place within artificially constructed and limited information environments that allow for only single "correct" answers. Such exercises bear little resemblance to problem solving in the real world, where multiple solutions of varying degrees of usefulness must be pieced together--often from many disciplines and from multiple information sources such as online databases, videotapes, government documents, and journals. (p. 4)

Breivik (1991) stated that in order for the United States to be competitive in a global economy, educators must address two issues. "First, current educational

reform efforts must be reexamined in light of the ever-changing, information-abundant environment in which current and future generations must exist. [Information is increasing exponentially, and] . . . teaching youngsters facts is a poor substitute for teaching them how to learn and think for themselves" (p. 5). Breivik maintained that to continue in the current education mode would not only hurt the students involved, but society as well (p. 5). Restructuring the learning environment to implement resource-based instruction provides students with an opportunity to connect learning experiences to real life experiences and real life resources. Resource-based instruction also makes allowances for different student learning styles and abilities.

The second issue Breivik (1991) addressed was ensuring "easy access to the universe of information through adequately staffed and funded library media centers" (p. 6). The resources and the professional staff to maintain the collection and ensure access were essential for the restructured school.

> Teachers who are the pedagogical and subject specialists, must partner with those whose expertise is in information, its organization, and its technology. Teachers' subject

> strengths can be complemented well by the information connectivity ability of librarians. (p. 6)

As information increased, those who were socially, educationally, and economically disadvantaged would suffer the most by exclusion from the resources. The school partnerships described would ensure that all students had equal access to the rich information resources available so that the gap between the haves and the have-nots would not continue to grow (p. 7).

Summary

Haycock (1991) maintained that "the subtle shift in the teacher's role in resource-based learning is the single most significant factor in determining success in student learning through this approach" (p. 15). She differentiated between resource-based teaching ("the teacher is using resources to broaden his or her instructional base") and resource-based learning ("students use resources to broaden their learning base") (p. 16). While the shift described was subtle, it was critical to restructuring the learning environment. Resource-based learning required a restructured, student-centered environment that fostered personalized learning.

Haycock (1991) made three major arguments. First,

> Resource-based learning requires restructuring. What must be restructured is the learning process, the learning environment encompassing that process, and the relationship between the student and the teacher which is central to that process. . . . Resource-based learning requires teachers to function as facilitators of learning. (p. 17)

Second, students must be the workers. Third, the library media center is "an extension of the classroom and of the teaching and learning process itself" (p. 20).

Sizer (1992a) made similar arguments for restructuring. He stated:

> Using computers, telecommunications, and video, schools can communicate a much richer picture of what goes on inside their walls. We need to establish a conversation among folks inside and outside of schools that helps local communities establish standards and keeps schools accountable to the stakeholders. (p. 50)

He suggested that educators approach the conversation in a three-step process:

1. "Schools must 'plan backwards'" (p. 50). What should a student know and be able to do? How will a student exhibit mastery? How must curriculum, pedagogy schedules, and technology change to ensure that students reach the mastery level?

2. "Schools must 'rewire' communication to break out of their isolation" (p. 50). Teachers must be able to communicate with colleagues inside the school as well as in the larger education community.

3. "Schools must fine-tune their standards with help from others" (p. 50). Educators must invite outside educators and community people in to help evaluate programs and progress.

According to Samuels (n.d.),

> The goal of the coalition is to change the structure, the norms, and the expectations of schools so that potentially good teachers and their students are not forced to make compromises like trading standards for discipline. (p. 1)

Samuels focused her research on two of the nine principles of the coalition: "'Intellectual Focus' in which the school sought to develop the students [sic] higher level thinking skills, and 'Student-as-Worker' which makes the student responsible for their [sic] own

learning" (p. 1). The library media specialist and the teacher teamed to plan for instruction where students had "spontaneous use" of the library media resources to answer questions "generated by group or individual projects" (p. 2). The implementation of the team planning resulted in increased circulation and longer circulation periods, expanded and diverse resources, and production of more sophisticated student presentations (p. 2). "Coalition demands on the students and teachers meant a corresponding demand on the media program" (p. 4). Samuels maintained that in order to prepare students for the real life demands of the Information Age, library media specialists and teachers must completely integrate media across the curriculum. That integration can only occur when library media specialists and teachers work as equal partners to plan for instruction (p. 4).

While researchers have documented changes in technology and in the learning environment, they generally have not addressed the relationship between the library media specialist and integrating the curriculum. Barron (1993) believed that while Information Power described the library media specialist as teacher, information specialist, and instructional consultant, the role of instructional consultant was the

most important in advancing school reform. He maintained that it was the responsibility of the library media specialist to determine what role to play in restructuring schools.

> It seems obvious from the current literature that there are basically two alternatives to formal, institutionalized education. We must overhaul it, which means changing the structure radically at all levels (including higher education), or we can scrap it all. The one thing for certain is that tinkering with the system, (i.e., minor changes) will not be tolerated by politicians or, more importantly, their constituents. We [library media specialists] must decide whether or not we want to be partners in the reconstruction of our schools or partners in their destruction. (p. 49)

Vaughn (1993) reviewed the AASL Baltimore Conference "Challenges, Choices, Connections, Changes," noting the focus in education on school restructuring.

> School library media specialists are at the forefront in restructuring, having been challenged for years to incorporate teaching techniques such as resource-based teaching,

> cooperative groups, and authentic assessment into their media programs. (p. 60)

Thompson (1991) maintained that "Resource-based learning can form the backbone for reform and improvement. The school's library media center can be the place where learning for the 21st century occurs" (p. 28).

CHAPTER 3

METHODOLOGY AND PROCEDURES

The goal of this study was to describe the perceived performance of 37 services performed by library media specialists in Coalition schools. To collect data, two questionnaire surveys (see Appendices A & B) were designed and distributed to a randomly selected library media specialist and classroom teacher in each of the 151 member schools of the Coalition of Essential Schools. The purpose of collecting this data was to determine whether library media specialists perceived that they performed 37 services MORE, LESS, or the SAME in a Coalition (restructured) school as they performed those same services in a traditional school. Data were also collected on classroom teachers' perceptions of whether library media specialists performed the 37 services MORE, LESS, or the SAME in Coalition schools as they did in traditional schools. The results of the questionnaires were examined within the context of the taxonomies developed by Turner and Loertscher to determine if the Coalition schools' restructuring significantly impacted the library media specialists' performance of the 37 services and whether there was a significant increase in the library media

specialists' role as instructional consultant.

Population

The Coalition of Essential Schools is a group of educators who subscribe to Nine Common Principles to restructure the school curriculum and the school day. Those principles include: (a) intellectual focus, (b) Simple goals, (c) Universal goals, (d) Personalization, (e) Student-as-worker, (f) Student exhibitions, (g) Attitude, (h) Staff, and (i) Budget (Sizer, 1986, p. 41). There are over 500 schools involved with the Coalition at one of the following levels identified in criteria set by the Coalition of Essential Schools:

> MEMBER SCHOOLS are implementing new practices based on the nine Common Principles. Schools in the PLANNING STAGES are networking and actively planning for change based on Essential School principles. Schools in the EXPLORATORY STAGES are researching and discussing the Common Principles. RE:LEARNING STATES have made a five-year commitment to support schools in these efforts.

In this study, only the 151 schools in the MEMBER SCHOOL category were surveyed. One library media specialist and one teacher were randomly selected in

each of the 151 schools to receive the questionnaire.

Instrumentation

The instruments consisted of two questionnaires administered to library media specialists and teachers in Coalition schools. The content of the questionnaires was based on a previous study conducted by Pickard (1990), taxonomies developed by Loertscher (1989) and Turner (1985), and Sizer's Nine Common Principles of the Coalition of Essential Schools (1986). The first part of the survey questionnaire contained 37 items which described services performed by the library media specialist. Each item correlated to a level described in the taxonomies developed by Turner (1985) and Loertscher (1989). Items 3, 4, 5, and 17 correlated to No Involvement (Turner) and Solid Warehousing (Loertscher). Items 6, 7, and 32 correlated to Passive or Reaction (Turner) and Direct Services (Loertscher). Items 1, 2, 9, 10, 12, and 26 correlated to Reaction (Turner) and Direct Services (Loertscher). While 24 items reflected Turner's highest level of involvement (action) and Loertscher's highest level of service (resource-based instruction), only items 14, 15, 18, 19, 20, 21, 23, 28, and 37 were analyzed to compare the responses of the library media specialists and teachers

in the same schools.

Finally, survey items correlated to the Nine Common Principles as well. Most items reflected several of the principles:

Principle 1 Items 6, 9, 11, 15, 16, 22, 23, 24, 25, 26, 29, 30, and 31;

Principle 2 Items 14, 15, 21, 23, 24, 30, 31, 32, 35, and 36;

Principle 3 Items 6, 7, 9, 11, 12, 15, 16, 17, 18, 22, 23, 25, 26, 27, 29, 30, 31, 32, 35, and 36;

Principle 4 Items 1, 2, 9, 10, 12, 13, 16, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, and 35;

Principle 5 Items 11, 12, 14, 16, 22, 24, 25, 29, 30, 31, 33, and 35;

Principle 6 Items 10, 22, 29, 30, and 37;

Principle 7 Items 6, 9, 12, 14, 23, 25, 27, 32, 35, and 37;

Principle 8 Items 1, 2, 8, 12, 13, 18, 19, 20, 21, 27, 28, 33, 34, 36, and 37; and

Principle 9 Items 6, 7, 8, 17, 18, 19, 20, 21, 27, 32, 35, and 35.

Items 3, 4, and 5 reflect a philosophy contrary to the Nine Common Principles.

The responses of the library media specialists and teachers in each category, MORE, LESS, and SAME,

provided data to answer research questions one and two regarding the perceptions of library media specialists and teachers about the library media specialists' level of performance of the services and responsibilities of their roles in Coalition schools as compared to traditional schools.

The responses to items 14, 15, 18, 19, 20, 21, 23, 28, and 37 provided data to answer research question three regarding the increased role of instructional consultant as defined in Information Power. The responses related to the Nine Common Principles addressed the assumption made that without the benefit of a fully integrated library media program with the resources and services needed to develop information literacy skills, teachers are less likely to provide the learning environment for students to realize the principles of the Coalition.

Students in ELMT 885, selected library media professionals (Pickard and Gordon), and researchers who had worked in or studied Coalition schools reviewed the research questions and field tested the instrument. The comments and suggestions of these colleagues were incorporated into the survey questionnaires.

Data Collection

The two survey questionnaires (see Appendices A & B) were mailed with business reply envelopes under a cover letter (see Appendix C) addressed to the Coalition Coordinator or Principal of each member school on January 31, 1994. Each school was assigned a number which was recorded on the survey questionnaires and the envelopes in order to conduct a follow-up mailing. The respondents were asked to return their surveys by February 14, 1994. Follow-up postcards were mailed on February 21, 1994, to those who had not responded.

Data Analysis

The data collected were analyzed on the Georgia State University mainframe computer using the Statistical Package for the Social Sciences (SPSS-X). The following descriptive statistics were tabulated:

1. the frequency of response in percentages for each of the thirty-seven items answered research questions one and two (see Appendices D & E);

2. a comparison of the perceptions of library media specialists and teachers regarding their perceptions of whether library media specialists performed their services and responsibilities in Coalition schools MORE, LESS, or the SAME as they did in

traditional schools also answered research questions one and two (see Table 3);

3. frequency (percentage) of MORE responses on items 14, 15, 18, 19, 20, 21, 23, 28, and 37 answered research question three (see Table 4);

4. a crosstabulation analysis of items 14, 15, 18, 19, 20, 21, 23, 28, and 37 compared matched responses from the same schools and also answered research question three (see Table 5).

5. these demographic variables were considered: the location, the type, and the grade configuration of the respondents' schools (see Tables 1 & 2); and whether teachers and library media specialists believed that library media specialists, teachers, and administrators perceived the role of the library media specialist to be essential to the Nine Common Principles.

CHAPTER 4

RESULTS

Purpose of Study

The purpose of the study was to determine library media specialists' and teachers' perceptions of the impact of library media programs in schools involved in the restructuring approach of the Coalition of Essential Schools and to determine if there was an increase in the instructional consultant role of the library media specialists in Coalition Schools. Furthermore, an effort was made to bridge the gap between education research and library media research, thereby demonstrating the link between the instructional program, the library media program, and the learner.

Population

Survey questionnaires were mailed to one randomly selected library media specialist and one randomly selected classroom teacher in the 151 member schools of the Coalition of Essential Schools. One survey was returned unanswered with a note explaining that the school was an alternative school and had no library media center or library media staff. Sixty (40%) of the library media specialists and 48 (32%) of the teachers

returned the survey questionnaires by March 1, 1994. The majority of responses came from library media specialists and teachers in suburban, public, senior high schools. (see Tables 1 & 2)

Table 1

Demographic Breakdown of Teacher Responses Received

School Location		School Type		Configuration	
		n=48			
Urban	33.3%	Public	88.6%	Senior	65.2%
Suburban	51.1%	Independent	11.4%	Middle/Jr	13.0%
Rural	15.6%			Elementary	15.2%
				K-12	6.5%

Table 2

Demographic Breakdown of Library Media Specialist Responses Received

School Location		School Type		Grade Configuration	
		n=60			
Urban	36.4%	Public	91.4%	Senior	60.3%
Suburban	47.3%	Independent	8.6%	Middle/Jr	17.2%
Rural	16.4%			Elementary	13.8%
				K-12	8.6%

Additional surveys which were returned after March 1 were not included in the results. Among the 108 surveys returned, there were 37 cross-matches where both the library media specialist and the teacher from the same school responded. To ensure that the sample was not biased due to the low return rate, four school coordinators or principals were contacted to determine their reasons for not responding to the survey. The coordinators or principals indicated the following reasons for not responding:

1. no library media specialist in the school;
2. school no longer in directory;
3. too many other priorities to get to it (two gave this reason).

Statistical Analysis of Data

In order to determine the perceptions of library media specialists and teachers about the level of performance of library media services in Coalition schools as compared to the performance of those same services in traditional schools, respondents were asked to describe the level of service on 37 items as MORE, LESS, or SAME. Table 3 shows the frequency of responses by both library media specialists and teachers to each of the 37 items.

Table 3

Frequency of Responses by Library Media Specialists and Teachers to Performance of 37 Services (n=108)

SERVICE (Abbreviated)	% MORE LMS/T	% LESS LMS/T	% SAME LMS/T
1. Gather materials	36/63	3/0	61/38
2. Interlibrary loan	31/51	3/4	66/44
3. Require pass	22/17	19/17	59/66
4. Limit items check-out	2/12	22/28	77/60
5. Restrict circulation	12/15	13/21	75/65
6. Variety of resources and formats	60/75	2/2	38/23
7. Electronic access	63/72	5/0	32/28
8. Plan informally	53/67	13/2	33/31
9. Access after hours	42/46	0/2	58/52
10. Interactive Multimedia to produce materials	53/64	7/0	40/36
11. Model information access skills	38/51	5/4	57/44
12. Unrestricted access	36/49	3/6	61/45
13. Evaluate resources with teachers	32/38	5/6	63/56
14. Seamless extension of classroom	48/52	0/2	53/46
15. Integrate skills across curriculum	57/55	3/4	40/40

(table continues)

SERVICE (Abbreviated)	% MORE LMS/T	% LESS LMS/T	% SAME LMS/T
16. Student-centered learning activities	57/58	2/2	42/40
17. All resources interdisciplinary	53/58	2/0	45/42
18. Scheduled planning	34/40	13/10	54/50
19. Create resource-based units with teachers	45/48	12/8	43/44
20. Implement resource units with teachers	46/48	9/8	46/44
21. Decide appropriateness of learning activities	41/54	3/2	55/43
22. Facilitate student use of multimedia	45/66	7/2	48/32
23. Individualize instruction	48/44	0/6	52/50
24. Use Socratic method	40/47	4/7	56/46
25. Vary teaching and learning strategies	48/48	3/4	48/48
26. Assist in selection of leisure reading	22/29	10/8	67/63
27. Develop library media program with others	42/56	2/2	56/42
28. Develop curriculum	34/38	3/8	62/53
29. Design, implement, evaluate exhibitions	42/43	4/6	55/51
30. Coach access skills	59/62	0/0	41/38

(table continues)

SERVICE (Abbreviated)	% MORE LMS/T	% LESS LMS/T	% SAME LMS/T
31. Vary problem solving	58/59	2/2	41/39
32. Provide equal access	27/35	0/0	73/65
33. Cooperative learning	51/46	2/4	48/50
34. Education generalist	35/43	0/2	64/55
35. Atmosphere of trust	31/38	0/6	70/55
36. Develop school philosophy	38/59	3/2	59/38
37. Evaluate learning and performance	24/30	10/7	66/63

Because percentages were rounded to the nearest whole number, totals will sometimes equal 99% or 101%. See appendices D and E for actual percentages.
LMS = Library Media Specialist; T = Teacher

In general, library media specialists and teachers responding from all schools had similar perceptions on 25 items (3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 23, 25, 26, 28, 29, 30, 31, 32, 34, 35, and 37), while they disagreed on 11 items (1, 2, 11, 12, 14, 21, 22, 24, 27, 33, and 36). On item 20, the library media specialists perceptions were split evenly (46%) between MORE and SAME, while teachers responded MORE (48%).

Library media specialists perceived that they

performed items 6, 7, 8, 10, 15, 16, 17, 19, 25, 30, 31, and 33 MORE in a Coalition school than they did in a traditional school. Those items dealt with the areas of technology (variety of formats, electronic access, multimedia); planning with teachers; student-centered, resource-based, interdisciplinary instruction; cooperative learning; variety of teaching and learning strategies; and providing access to resources. Those items were indicative of the highest levels of professional service: action (Turner) and resource-based instruction (Loertscher). Library media specialists perceived that they performed items 1, 2, 3, 4, 5, 9, 11, 12, 13, 14, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 34, 35, 36, and 37 the SAME as in a traditional school. Few library media specialists or teachers responded LESS to the 37 services on the survey questionnaire. However, the items marked LESS most often were items 3, 4, 5, 8, 18, 19, 26, and 37. Items 3 (Require a pass), 4 (Limit items check-out), and 5 (Restrict circulation) were the items identified that least represented the Nine Common Principles of the Coalition and which respondents identified as practiced LESS more often in Coalition schools than in traditional schools.

The 10 items on which library media specialists had

the highest percentages of MORE responses (50% or higher) were items 6 (Variety of formats), 7 (Electronic access), 8 (Plan informally), 10 (Interactive multimedia to produce materials), 15 (Integrate skills across curriculum), 16 (Student-centered learning activities), 17 (All resources interdisciplinary), 30 (Coach access skills), 31 (Vary problem solving), and 33 (Cooperative learning).

The 17 items on which teachers had the highest percentages of MORE responses (50% or higher) were items 1 (Gather materials), 2 (Interlibrary loan), 6 (Variety of formats), 7 (Electronic access), 8 (Plan informally), 10 (Interactive multimedia to produce materials), 11 (Model Information access skills), 14 (Seamless extension of classroom), 15 (Integrate skills across curriculum), 16 (Student-centered learning activities), 17 (All resources interdisciplinary), 21 (Decide appropriateness of learning activities), 22 (Facilitate student use of multimedia), 27 (Develop library media program with others), 30 (Coach access skills), 31 (Vary problem solving), and 36 (Develop school philosophy).

The 23 items on which library media specialists had the highest percentages of SAME responses (50% or higher) were 1 (Gather materials), 2 (Interlibrary loan), 3 (Require pass), 4 (Limit items check-out), 5

(Restrict circulation), 9 (Access after hours), 11 (Model information access skills), 12 (Unrestricted access), 13 (Evaluate resources with teachers), 14 (Seamless extension of classroom), 18 (Scheduled planning), 21 (Decide appropriateness of learning activities), 23 (Individualize instruction), 24 (Use Socratic method), 26 (Assist in selection of leisure reading), 27 (Develop library media program with others), 28 (Develop curriculum), 29 (Design, implement, evaluate exhibitions), 32 (Provide equal access), 34 (Education generalist), 35 (Atmosphere of trust), 36 (Develop school philosophy), and 37 (Evaluate learning and performance).

The 15 items on which teachers had the highest percentages of SAME responses (50% or higher) were 3 (Require pass), 4 (Limit items check-out), 5 (Restrict circulation), 9 (Access after hours), 13 (Evaluate resources with teachers), 18 (Scheduled planning), 23 Individualize instruction), 26 (Assist in selection of leisure reading), 28 (Develop curriculum), 29 (Design, implement, evaluate exhibitions), 32 (Provide equal access), 33, 34 (Education generalist), 35 (Atmosphere of trust), 37 (Evaluate learning and performance).

Table 4

Comparison of Nine Select Services Representing the Instructional Consultant Role
(Library Media Specialists & Teachers From All Schools)

SERVICE (Abbreviated)	% MORE LMS/T	% LESS LMS/T	% SAME LMS/T
14. Seamless extension of classroom	48/52	0/2	53/46
15. Integrate skills across curriculum	57/55	3/4	40/40
18. Scheduled planning	34/40	13/10	54/50
19. Create resource-based units with teachers	45/48	12/8	43/44
20. Implement resource units with teachers	46/48	9/8	46/44
21. Decide appropriateness of learning activities	41/54	3/2	55/43
23. Individualize instruction	48/44	0/6	52/50
28. Develop curriculum	34/38	3/8	62/53
37. Evaluate learning and performance	24/30	10/7	66/63

Because percentages were rounded to the nearest whole number, totals will sometimes equal 99 or 101. See appendices E and F for actual percentages.
LMS = Library Media Specialist; T = Teacher; n=108

Library media specialists and teachers from all schools agreed in their perceptions of items 15, 18, 19, 23, 28, and 37. Their perceptions differed on items 14,

and 21. These items are underlined in Table 4.

Table 5

A Comparison of Nine Select Services Representing the Instructional Consultant Role

(Library Media Specialists & Teachers From Same Schools)

SERVICE (Abbreviated)	% MORE LMS/T	% LESS LMS/T	% SAME LMS/T
14. Seamless extension of classroom	45/55	0/0	55/45
15. Integrate skills across curriculum	60/57	3/0	38/43
18. Scheduled planning	36/39	11/8	53/53
19. Create resource-based units with teachers	42/50	14/8	44/42
20. Implement resource units with teachers	46/51	8/8	46/41
21. Decide appropriateness of learning activities	50/61	3/0	47/39
23. Individualize instruction	38/43	0/5	62/51
28. Develop curriculum	28/42	6/8	67/50
37. Evaluate learning and performance	26/31	9/6	66/63

Because percentages were rounded to the nearest whole number, totals will sometimes equal 99 or 101. See appendices E and F for actual percentages.
LMS = Library Media Specialist; T = Teacher; n=37

Library media specialists and teachers from the same schools had similar perceptions on items 15, 18, 21, 23, 28, and 37, while their perceptions differed on items 14 and 19. These items are underlined in Table 5. The responses of library media specialists and teachers from all schools were compared with the matched responses from the same school on the nine select items which were identified as representative of the instructional consultant role.

All nine items showed agreement except items 14 (Seamless extension of classroom), 19 (Create resource-based units with teachers), and 21 (Decide appropriateness of learning activities). Library media specialists from all schools responded MORE (52%) and teachers from all schools responded SAME (53%) on item 14. In the same schools library media specialists responded SAME (55%), while teachers responded MORE (55%) on item 14. On item 21 in all schools, teachers responded MORE (54%) and library media specialists responded SAME (55%). In the same schools, library media specialists responded SAME (44%) and teachers responded MORE (50%) on item 19. Both library media specialists (50%) and teachers (61%) in the same schools responded MORE on item 21.

Demographic Data

Analysis of select questions in the Demographic Data section indicated that 100% of library media specialists perceived that their role was essential to the Nine Common Principles of the Coalition. Eighty-six percent (86%) of library media specialists responded that they believed teachers and administrators perceived their role as essential to the Nine Common Principles. Ninety-two percent (92%) of teachers responded that they believed the role of the library media specialist was essential to the Nine Common Principles, while 89% believed that other teachers did. Ninety-two percent (92%) of teachers believed that administrators perceived that the role of library media specialist was essential.

Respondents' individual comments about specific survey questionnaire items, as well as general comments, are recorded in Appendices D and E.

CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

The purpose of the study was to determine if library media specialists and teachers perceived that library media specialists performed 37 services MORE, LESS, or the SAME in Coalition schools as they performed those same services in traditional schools. Nine selected services were identified as directly related to the instructional consultant role of the library media specialist. Those nine items were analyzed to determine if there was a perceived increase in emphasis on the instructional consultant role of the library media specialists in Coalition schools. Another purpose was to demonstrate a need for combining research in library media with general education research.

Findings

This was a descriptive study of library media specialists' and teachers' perceptions of the degree of performance of library media services in Coalition schools as compared with the performance of those same services in traditional schools. To gather data for this study, a survey questionnaire containing 37 library media services and 16 demographic questions was

developed and distributed to randomly selected library media specialists and teachers in the 151 member schools in the Coalition of Essential schools. The 37 items were based on Turner's four levels of involvement--No Involvement, Passive Participation, Reaction, and Action, and Loertscher's three levels of service--Solid Warehousing, Direct Services, and Resource-based Teaching. In addition, the 37 items were correlated to the Nine Common Principles of the Coalition of Essential Schools--(a) Intellectual focus, (b) Simple goals, (c) Universal goals, (d) Personalization, (e) Student-as-worker, (f) Student exhibitions, (g) Attitude, (h) Staff, and (i) Budget. Three research questions were posed about library media specialists' perceptions and teachers' perceptions of performance of library media services in Coalition schools as compared with the performance in traditional schools, and whether that performance of those services indicated an increase in the instructional consultant role of the library media specialist.

Discussion

The following results were determined by the study:

1. Library media specialists perceived that they performed 11 services MORE in Coalition schools than

they did in traditional schools. They perceived that they performed 24 services the SAME in Coalition schools as they did in traditional schools. Library media specialists' responses were equally divided between MORE and SAME on items 20 (Implement resource units with teachers) and 25 (Vary teaching and learning strategies). A small number perceived they performed services LESS in Coalition schools than in traditional schools. (see Table 3 and Appendix C)

2. Teachers perceived that library media specialists performed 21 services MORE and 15 services the SAME in Coalition schools as they did in traditional schools. Teachers' responses to item 25 (Vary teaching and learning strategies) were equally divided between MORE and SAME. Some teachers perceived that the library media specialist performed services LESS in Coalition Schools than in traditional schools. (see Table 3 and Appendix C)

3. Library media specialists and teachers in all schools as well as those 37 matches from the same schools had very similar perceptions about the performance of those nine services identified with the instructional consultant role of the library media specialist. Their responses were MORE on items 14 and 20. Both library media specialists and teachers from

the pool of all schools responded MORE on item 19 as well. Both library media specialists and teachers in both groups responded SAME on items 18, 23, 28, and 37. On item 14, both groups responded the same way, but the percentages were higher in the matched group (55% vs. 52% MORE, and 55% vs. 53% SAME). Responses of MORE indicated an increase in the instructional consultant role. However, the SAME responses are not clearly indicative of an increase in the instructional consultant role. Library media specialists and teachers might have perceived that library media specialists performed those services in traditional schools and that they continued to do so in Coalition schools. Conversely, the perceptions could indicate that the library media specialists did not perform those services in traditional schools and do not in Coalition schools. In either case, the response is the SAME, but the meaning is different.

Though responses were mixed MORE and SAME, the results indicated that library media specialists perceived that they continued to perform many services as they had in traditional schools. Library media specialists commented that the Nine Common Principles of the Coalition were consistent with the philosophy of the library media profession. The review of library media

literature illustrated a history of the professional philosophy that was consistent with the Coalition principles (see Ely, 1974; Brickell, 1974; Turner, 1985; Loertscher, 1988; and Barron, 1991, 1992, 1993).

Teachers, more than library media specialists, perceived that library media specialists performed services MORE in Coalition schools than they did in traditional schools. Based on responses and comments, the MORE perceptions appeared to be related to the increased in-depth research needs and requirements for both students and teachers (Principle 2--Simple goals, less-is-more); to increased technology available in schools; to decreased dependency on textbooks for instruction (Principle 5--Student-as-worker); and to increased designing of more student-centered, interdisciplinary activities (Principle 5--Student-as-worker, and Principle 4--Personalization).

In general, those services which library media specialists and teachers perceived were performed MORE cover all Nine Common Principles of the Coalition. Library media specialists and teachers commented that their school philosophies and practices were often "Coalition-minded" prior to joining the Coalition. Some respondents commented that any lack of services was due to budget and time constraints, not to philosophical

differences.

Applications

Findings of this study provide evidence of a difference in perceptions of library media specialists and teachers regarding the performance of services available in the library media center, even when professionals are working in the same schools with the same students. Another important finding is that some restructured schools have no library media specialist or program in a setting that requires student-centered, resource-based learning activities. That may be due to a false perception by some that library media programs and specialists are superfluous and thus ripe for elimination in budget reductions. There is a need for further research to determine the basis for these different perceptions and to document the relationship between the library media program and the Nine Common Principles. That research will undoubtedly indicate a need for library media programs in Coalition schools in order to provide the link between the teacher, the subject matter resources, and the learner.

There is only limited research in the area of library media services in Coalition schools. Consequently, virtually no data support the impact of

the library media program on the learning environment. The Coalition is only 10 years old and that is relatively young for the substantial changes that have already occurred as a result of that approach to restructuring. Future studies on the impact of a fully integrated library media program on the learning environment in Coalition schools may provide evidence that library media programs are essential to realize fully the Nine Common Principles. Collaborative research among educators and library media professionals will also provide data to support the library media program as an integral link between the teacher, the subject matter resources, and the learner.

The most important finding of this study is that the changes in Coalition schools seem to cause teachers to perceive the library media specialists' role differently from the way they perceived the role in traditional schools. However, library media specialists seem to perceive their role as basically the same in both settings.

The most important implication of this study may be that efforts to restructure the learning environment must not exclude the library media program. Instead, the library media program must be in the center of the "learning triangle" in order to link the teacher, the

subject matter resources, and the learner so that students will "learn to use their minds well" (Sizer, 1989, p. 2).

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APPENDIX A

Library Media Specialist Survey

Indicate the degree to which you perform the following services in a Coalition School as compared with the degree to which you performed those services in a traditional school. Circle the answer which best describes your response.

	MORE	LESS	SAME
1. Gather materials in advance of a class or assignment upon request from faculty and staff.	M	L	S
2. Secure materials through interlibrary loan for teachers, students, and administrators.	M	L	S
3. Require a pass for students to use the library media center during the school day.	M	L	S
4. Limit the number of items a student may check out at one time.	M	L	S
5. Restrict circulation of some items such as reference materials.	M	L	S
6. Provide access to a variety of materials and resources in a variety of formats.	M	L	S
7. Provide electronic access to resources.	M	L	S
8. Plan informally (e.g. at lunch or in the hall) with individual teachers.	M	L	S
9. Provide student and teacher access to library media center resources and services beyond the regular school hours.	M	L	S
10. Use interactive multimedia technology or computer based technology to produce learning materials.	M	L	S
11. Model information literacy (access, interpretation, utilization, evaluation) skills.	M	L	S
12. Provide unrestricted access to library media resources throughout the instructional day.	M	L	S
13. Evaluate print and non-print resources with teachers.	M	L	S
14. Create a resource center which serves as a seamless extension of the classroom.	M	L	S
15. Integrate information literacy(access, interpretation, utilization, evaluation) skills across the curriculum.	M	L	S
16. Facilitate student-centered learning activities in the library media center.	M	L	S
17. Treat all resources as interdisciplinary in nature.	M	L	S

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APPENDIX A

	MORE	LESS	SAME
18.Plan with teachers at regularly scheduled team or grade level meetings.	M	L	S
19.Develop interdisciplinary, resource-based units of instruction with teachers.	M	L	S
20.Participate as an equal partner with teachers to implement student-centered, resource-based learning activities.	M	L	S
21.Decide with teachers which resources are appropriate for specific learning activities.	M	L	S
22.Facilitate student use of interactive multimedia technology for exhibitions and portfolios.	M	L	S
23.Individualize instruction to student interest and ability levels.	M	L	S
24.Use Socratic method to assist students in developing essential or critical questions.	M	L	S
25.Utilize a variety of teaching and learning strategies which promote higher order thinking skills.	M	L	S
26.Assist students and teachers in selection of leisure reading materials.	M	L	S
27.Develop the library media program with other people such as teachers, administrators, students, and community members.	M	L	S
28.Develop curriculum content with teachers.	M	L	S
29.Coach students in the design, implementation, and evaluation of exhibitions.	M	L	S
30.Coach students and teachers on ways to access, interpret, manipulate, and incorporate information.	M	L	S
31.Discuss with students and teachers a variety of options or possible solutions for solving problems.	M	L	S
32.Provide equal access to information to all students.	M	L	S
33.Facilitate cooperative, active learning activities.	M	L	S
34.Serve as an education generalist first and a content specialist second.	M	L	S
35.Create an atmosphere of trust and unanxious expectation in the library media center.	M	L	S
36.Develop school philosophy and goals with administrators and teachers.	M	L	S
37.Evaluate student learning and performance with teachers and students.	M	L	S

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APPENDIX A

Demographic Information

Please answer YES or NO to the questions below.

1. a. Does your school have a curriculum committee? YES_____ NO_____
   b. Are you a member? YES_____ NO_____

2. a. Does you school have a textbook committee? YES_____ NO_____
   b. Are you a member? YES_____ NO_____

3. a. Does your school have a leadership committee? YES_____ NO_____
   b. Are you a member? YES_____ NO_____

4. You perceive your role as essential to the Nine Common Principles of the Coalition of Essential Schools. YES_____ NO_____

5. Teachers perceive your role as essential to the Nine Common Principles of the Coalition of Essential Schools. YES_____ NO_____

6. Administrators perceive your role as essential to the Nine Common Principles of the Coalition of Essential Schools. YES_____ NO_____

7. a. Were you previously a classroom teacher? YES_____ NO_____
   b. If you answered yes, how many years did you teach? _____
   c. What was your area of instruction? _____

Please write your responses in the blanks provided.

8. Your total number of years of service as library media specialist: _____

9. Your number of years of service in a traditional school: _____

10. Your number of years of service in a coalition school: _____

11. Your highest degree earned is: Bachelor, Masters, Specialist, Doctorate **(Circle your answer)**

12. Your highest degree was earned in: 19___

13. Number of classroom teachers on your faculty: _____

14. What year did your school join the Coalition of Essential Schools? 19___

15. Circle all characteristics which apply to your school:

Urban	Public	Senior High
Suburban	Independent	Middle School/Jr. High
Rural		Elementary
		K-12

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APPENDIX A

16. Circle the categories which best describe the ethnographic and economic profile of your school:

African-American Asian Hispanic White Other_____

Low Income Middle Income High Income

17. Comments: (If your comments address a specific item on the survey, please write the number with your comment. Feel free to attach additional sheets if you need more space.)

Thank you for taking the time to answer this survey. Please return your reponses to me in the self-addressed, stamped envelope by February 14, 1994. Results of the study will be available in April, 1994.

APPENDIX B

Teacher Survey

Indicate the degree to which the library media specialist performs the following services in a Coalition School as compared with the degree to which s/he performed those services in a traditional school. Circle the answer which best describes your response.

	MORE	LESS	SAME
1. Gather materials in advance of a class or assignment upon request from faculty and staff.	M	L	S
2. Secure materials through interlibrary loan for teachers, students, and administrators.	M	L	S
3. Require a pass for students to use the library media center during the school day.	M	L	S
4. Limit the number of items a student may check out at one time.	M	L	S
5. Restrict circulation of some items such as reference materials.	M	L	S
6. Provide access to a variety of materials and resources in a variety of formats.	M	L	S
7. Provide electronic access to a variety of resources.	M	L	S
8. Plan informally (e.g. at lunch or in the hall) with individual teachers.	M	L	S
9. Provide student and teacher access to library media center resources and services beyond the regular school hours.	M	L	S
10. Use interactive multimedia technology or computer based technology to produce learning materials.	M	L	S
11. Model information literacy (access, interpretation, utilization, evaluation) skills.	M	L	S
12. Provide unrestricted access to library media resources throughout the instructional day.	M	L	S
13. Evaluate print and non-print resources with teachers.	M	L	S
14. Create a resource center which serves as a seamless extension of the classroom.	M	L	S
15. Integrate information literacy(access, interpretation, utilization, evaluation) skills across the curriculum.	M	L	S
16. Facilitate student-centered learning activities in the library media center.	M	L	S
17. Treat all resources as interdisciplinary in nature.	M	L	S

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APPENDIX B

16. Circle the categories which best describe the ethnographic and economic profile of your school:

African-American Asian Hispanic White Other:_____

Low Income Middle Income High Income

17. Comments: (If your comments address a specific item on the survey, please write the number with your comment. Feel free to attach additional sheets if you need more space.)

Thank you for taking the time to answer this survey. Please return your reponses to me in the self-addressed, stamped envelope by February 14, 1994. Results of the study will be available in April, 1994.

APPENDIX B

Demographic Information

Please answer YES or NO to the questions below.

1. a. Does your school have a curriculum committee? YES_____ NO_____
   b. Are you a member? YES_____ NO_____

2. a. Does you school have a textbook committee? YES_____ NO_____
   b. Are you a member? YES_____ NO_____

3. a. Does your school have a leadership committee? YES_____ NO_____
   b. Are you a member? YES_____ NO_____

4. You perceive the role of the library media specialist as essential to the Nine Common Principles of the Coalition of Essential Schools.
   YES_____ NO_____

5. Other teachers perceive the role of library media specialist as essential to the Nine Common Principles of the Coalition of Essential Schools.
   YES_____ NO_____

6. Administrators perceive the role of library media specialist as essential to the Nine Common Principles of the Coalition of Essential Schools.
   YES_____ NO_____

7. Your primary area of instruction is: **(Circle your answer.)**

   Language Arts Social Studies Math Science Foreign Language
   Other_____ **(Write in the area of instruction.)**

Please write your responses in the blanks provided.

8. Your total number of years as a classroom teacher: _____

9. Your number of years of teaching in a traditional school: _____

10. Your number of years of teaching in a coalition school: _____

11. Your highest degree earned is: Bachelor, Masters, Specialist, Doctorate
    (Circle your answer)

12. Your highest degree was earned in: 19___

13. Number of classroom teachers on your faculty: _____

14. What year did your school join the Coalition of Essential Schools? 19___

15. Circle all characteristics which apply to your school:

Urban	Public	Senior High
Suburban	Independent	Middle School/Jr. High
Rural		Elementary
		K-12

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APPENDIX B

	MORE	LESS	SAME
18.Plan with teachers at regularly scheduled team or grade level meetings.	M	L	S
19.Develop interdisciplinary, resource-based units of instruction with teachers.	M	L	S
20.Participate as an equal partner with teachers to implement student-centered, resource-based learning activities.	M	L	S
21.Decide with teachers which resources are appropriate for specific learning activities.	M	L	S
22.Facilitate student use of interactive multimedia technology for exhibitions and portfolios.	M	L	S
23.Individualize instruction to student interest and ability levels.	M	L	S
24.Use Socratic method to assist students in developing essential or critical questions.	M	L	S
25.Utilize a variety of teaching and learning strategies which promote higher order thinking skills.	M	L	S
26.Assist students and teachers in selection of leisure reading materials.	M	L	S
27.Develop the library media program with other people such as teachers, administrators, students, and community members.	M	L	S
28.Develop curriculum content with teachers.	M	L	S
29.Coach students in the design, implementation, and evaluation of exhibitions.	M	L	S
30.Coach students and teachers on ways to access, interpret, manipulate, and incorporate information.	M	L	S
31.Discuss with students and teachers a variety of options or possible solutions for solving problems.	M	L	S
32.Provide equal access to information to all students.	M	L	S
33.Facilitate cooperative, active learning activities.	M	L	S
34.Serve as an education generalist first and a content specialist second.	M	L	S
35.Create an atmosphere of trust and unanxious expectation in the library media center.	M	L	S
36.Develop school philosophy and goals with administrators and teachers.	M	L	S
37.Evaluate student learning and performance with teachers and students.	M	L	S

APPENDIX C

Georgia State University

University Plaza • Atlanta, Georgia 30303-3083

January 29, 1994

Dear Mr. Nadelstern,

Because of your special role in a member school of the Coalition of Essential Schools, I need your help. As part of the requirements for an Education Specialist Degree, I am conducting a study to determine the role of the school library media specialist in implementing the Nine Common Principles in member schools of the Coalition. I am sending these surveys to all 151 member schools. Getting the surveys to the randomly selected persons in each school is critical to the study's success.

Enclosed you will find a **Teacher Survey** and a **Library Media Specialist Survey** along with self-addressed, stamped envelopes. In order to provide a random sample of respondents, please distribute:

1. the **Teacher Survey** and envelope to a classroom teacher whose last name begins with the letter **K**. If you have more than one classroom teacher whose last name begins with that letter, select the one whose first name appears first alphabetically (e.g., Jane Doe rather than John Doe). If no teacher's name begins with the letter **K**, select the teacher whose last name begins with the next letter closest to **K** in the alphabet (e.g., L, M, and so on).

2. the **Library Media Specialist Survey** and envelope to the library media specialist. If you have more than one library media specialist, give this survey to the one whose last name appears **first** alphabetically.

The number on each survey and envelope identifies the school and is for follow-up mailings only. It in no way identifies the respondents. All responses are strictly confidential and anonymous.

Please ask the selected respondents to return the surveys to me by February 14, 1994. I will send you the results of the study in April, 1994. Please contact me if you have any questions about the surveys or the study. Thank you for your assistance.

Sincerely,

Nancy B. Clark
Library Media Specialist

R. Allan Spanjer, Professor
Library Media Technology

Georgia State University, a unit of the University System of Georgia, is an equal opportunity educational institution and an equal opportunity/affirmative action employer.

APPENDIX D

Library Media Specialist Survey

Indicate the degree to which you perform the following services in a Coalition School as compared with the degree to which you performed those services in a traditional school. Circle the answer which best describes your response.

	MORE	LESS	SAME
1. Gather materials in advance of a class or assignment upon request from faculty and staff.	35.6%	3.4%	61.0%
2. Secure materials through interlibrary loan for teachers, students, and administrators.	31.0%	3.4%	65.5%
3. Require a pass for students to use the library media center during the school day.	22.0%	18.6%	59.3%
4. Limit the number of items a student may check out at one time.	1.7%	21.7%	76.7%
5. Restrict circulation of some items such as reference materials.	11.7%	13.3%	75.0%
6. Provide access to a variety of materials and resources in a variety of formats.	60.0%	1.7%	38.3%
7. Provide electronic access to resources.	63.3%	5.0%	31.7%
8. Plan informally (e.g. at lunch or in the hall) with individual teachers.	53.3%	13.3%	33.3%
9. Provide student and teacher access to library media center resources and services beyond the regular school hours.	41.7%	0%	58.3%
10. Use interactive multimedia technology or computer based technology to produce learning materials.	52.6%	7%	40.4%
11. Model information literacy (access, interpretation, utilization, evaluation) skills.	37.9%	5.2%	56.9%
12. Provide unrestricted access to library media resources throughout the instructional day.	35.6%	3.4%	61.0%
13. Evaluate print and non-print resources with teachers.	31.7%	5.0%	63.3%
14. Create a resource center which serves as a seamless extension of the classroom.	47.5%	0%	52.5%
15. Integrate information literacy(access, interpretation, utilization, evaluation) skills across the curriculum.	56.7%	3.3%	40.0%
16. Facilitate student-centered learning activities in the library media center.	56.7%	1.7%	41.7%
17. Treat all resources as interdisciplinary in nature.	53.4%	1.7%	44.8%

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	MORE	LESS	SAME
18.Plan with teachers at regularly scheduled team or grade level meetings.	33.9%	12.5%	53.6%
19.Develop interdisciplinary, resource-based units of instruction with teachers.	44.8%	12.1%	43.1%
20.Participate as an equal partner with teachers to implement student-centered, resource-based learning activities.	45.8%	8.5%	45.8%
21.Decide with teachers which resources are appropriate for specific learning activities.	41.4%	3.4%	55.2%
22.Facilitate student use of interactive multimedia technology for exhibitions and portfolios.	44.6%	7.1%	48.2%
23.Individualize instruction to student interest and ability levels.	47.5%	0%	52.5%
24.Use Socratic method to assist students in developing essential or critical questions.	40.4%	3.5%	56.1%
25.Utilize a variety of teaching and learning strategies which promote higher order thinking skills.	48.3%	3.4%	48.3%
26.Assist students and teachers in selection of leisure reading materials.	22.4%	10.3%	67.2%
27.Develop the library media program with other people such as teachers, administrators, students, and community members.	42.4%	1.7%	55.9%
28.Develop curriculum content with teachers.	34.5%	3.4%	62.1%
29.Coach students in the design, implementation, and evaluation of exhibitions.	41.5%	3.8%	54.7%
30.Coach students and teachers on ways to access, interpret, manipulate, and incorporate information.	59.3%	0%	40.7%
31.Discuss with students and teachers a variety of options or possible solutions for solving problems.	57.6%	1.7%	40.7%
32.Provide equal access to information to all students.	27.1%	0%	72.9%
33.Facilitate cooperative, active learning activities.	50.8%	1.7%	47.5%
34.Serve as an education generalist first and a content specialist second.	35.6%	0%	64.4%
35.Create an atmosphere of trust and unanxious expectation in the library media center.	30.5%	0%	69.5%
36.Develop school philosophy and goals with administrators and teachers.	37.9%	3.4%	58.6%
37.Evaluate student learning and performance with teachers and students.	23.7%	10.2%	66.1%

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APPENDIX D

Demographic Information

Please answer YES or NO to the questions below.

1. a. Does your school have a curriculum committee? YES 62.7% NO 37.3%
   b. Are you a member? YES 23.9% NO 76.1%

2. a. Does you school have a textbook committee? YES 38.6% NO 61.4%%
   b. Are you a member? YES 5.0% NO 95.0%

3. a. Does your school have a leadership committee? YES 68.4% NO 31.6%
   b. Are you a member? YES 39.1% NO 60.9%

4. You perceive your role as essential to the Nine Common Principles of the Coalition of Essential Schools. YES 100% NO 0%

5. Teachers perceive your role as essential to the Nine Common Principles of the Coalition of Essential Schools. YES 85.5% NO 14.5%

6. Administrators perceive your role as essential to the Nine Common Principles of the Coalition of Essential Schools. YES 85.7% NO 14.3%

7. a. Were you previously a classroom teacher? YES 59.3% NO 40.7%
   b. If you answered yes, how many years did you teach? Range of 1-22 years
   c. What was your area of instruction? Language Arts 22.9%; More than one area, e.g. math/science 20%; Elementary Education and Social Studies 17.1%

Please write your responses in the blanks provided.

8. Your total number of years of service as library media specialist:
   Range of 2-30 years
9. Your number of years of service in a traditional school:
   Range of 1-36 years
10. Your number of years of service in a coalition school:
    Range of 1-14* years
11. Your highest degree earned is: Bachelor, Masters, Specialist, Doctorate
    (Circle your answer) 14.5% 65.5% 18.2% 1.8%

12. Your highest degree was earned in: 19___

13. Number of classroom teachers on your faculty: _____
    Range of 10-21 teachers
14. What year did your school join the Coalition of Essential Schools? 19___
    1989 - 20%; 1991 - 14.5%; 1992 - 14.5%
15. Circle all characteristics which apply to your school:

Urban 36.4%	Public 91.4%	Senior High 60.3%
Suburban 47.3%	Independent 8.6%	Middle School/Jr. High 17.2%
Rural 16.4%		Elementary 13.8%
		K-12 8.6%

APPENDIX D

16. Circle the categories which best describe the ethnographic and economic profile of your school:

African-American 7.3% Asian 5.5% Hispanic 0% White 49.1% Mix 38.2%

Low Income 17.0% Middle Income 56.6% High Income 7.5% Mix 18.9%

17. Comments: (If your comments address a specific item on the survey, please write the number with your comment. Feel free to attach additional sheets if you need more space.)

We are still a member of the Coalition of Schools and many of the teachers that were in the Coalition of Schools are still here. These teachers still train other teachers interested in the Coalition of Schools, however, our district has chosen other programs to follow.

In 1985, the media center played a great role in the Coaltion School. We as media specialist[] found it overwhelming the first year beacause the Coaltion School teachers didn't work with us at all. After the Coalition teachers got with us about the use of the media center then it turned into a more enjoyable experience. We use what we learned as media specialist[] working with the coalition school to help teachers and students now.

As you can see, I felt a more valued member of the community prior to restructuring. We have divided a large school of 1600 into communities of 200. Those teachers have released time to plan - each on a different day. I have become further removed by virtue of being in the library serving everyone while communities function in rather closed small groups. Prior to restructuring, it was easier to get to department meetings held after school. It was also easier to work with many individual teachers for whom I was the partner rather than their new community partners.

I have served on the restructuring committee and am working on ways to bridge some of these obvious gaps.

Right now there is almost no teaching of information skills - a real problem as we try to help 1600 individual students.

---

4 - Do not limit
#18 - No time
#29 - No

The principles are great! When we began as a Coalition School, things were very exciting. Through the years these things have continued to be:

-- Large classroom size - up to 42-46 in a class. Cannot personalize and principle #9 has never happened.

-- Inequality of classroom load.

-- Some teachers who have no classroom load at all. I don't but I deal with all students. I have no help except volunteer moms who come when they can.

-- Not all the staff is involved in a final project of exhibitions.

-- The house concept makes scheduling inconsistent, rigid, and not a lot of team teaching or collaboration.

--Too many meetings!

--Teachers are burned out sooner!

I was not at this school when it became a C. of E.S. school. I have only been here 3 yrs.

While I believe strongly in the principles of the Coaliton and while I enjoy working in this setting, there is just not enough time to accomplish all that is needed to support everyone's efforts and still take care of the endless upkeep of a

APPENDIX D

Media Center. I see the role of the media specialist as being absolutely integral to the success of a Coaltion School. Anyone who strives to meet the needs has to be prepared to function continuously at warp speed.

Many of the "more" answers relating to technology are because of increased access to technology -- have nothing to do with becoming a coalition school.

My answers to this survey are, in part, an interpretation since my work in non-coaltion schools took place in the 70's. I used my familiarity with non-coalition schools to supplement my answers.

Please send us a copy of your results.

It is very difficult for me to compare because it has been a long time since I worked in a high school media center other than the one I am presently in. The difference between planning going on here even two years ago and what is happening this year is unbelievable. There are several things I feel this can be attributed to. One is the element of trust established after several years between media staff and teachers. Another is the importance of planning emphasized by the staff and the need for more indepth materials to meet the needs of students and teachers doing the kind of research needed.

I would like to be more significant in the planning and evaluation of activities. I feel I'm involved in implementation only.

Our technology has allowed more research resources and presentation solutions.

Most teachers still reluctant to allow students enough "independent" learning out of classroom.

Since I have never been a librarian in a traditional school my comparisons are based on my work with teachers from the years we became a Coalition school (1989) to now.

I began as librarian here the first year of our involvement in CES, so my experience is with the change from the beginning of Coalition to now not a non-CES situation.

4 - no limit
6 - not because of Coalition - just because more is available to us.
9 - None beyond school hours.
#12 - Students must have passes.
#34 - That's what any librarian is!
#35 - I'm not sure if this is Coalition or just the fact that I've been here longer and know the kids.

I've written notes below some questions. In some cases, changes may be attributable to factors other than our participation in Coalition.

---

6 - school does not have variety
7 - school does not have
#14 - Resource Center used as classroom most of day
#29 - Does not apply
50 minute classes limit/curtail student use of library
50 minute classes curtail/limit teacher/library media specialists collaboration/ interaction
classroom teachers kept busy with paperwork.

We have always had an open library and I am routinely here before and after school. I have served on the "leadership" committee but am not a current member. Questions 1-37 are all scored in the "same" designation simply because the philosophy of the school has always encouraged most of the involvement suggested by

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these questions. The "same" answer does not necessarily mean everything receives attention - but we try.

Technically we are a coalition school - people go to meetings and spend lots of time away from school. Most of them don't teach - have never taught much, and when they did they were terrible teachers. When they are in the building nobody on the faculty know what they do - in other words all talk and no action.

We have at least twelve highly paid administrators, all from $70,000 - $120,000 per year yet we have absolutely no leader, no discipline, they have a very bad attitude. If a teacher were killed the administrators would ask "What did you do to make Johnny do that." Ninety eight percent of the faculty is ready to walk out, and these people are excellent teachers who are holding the school together.

My day and each day is much busier than it used to be. Students are using the media center on the first day of new semesters even.

Circulation is six times higher than just two years ago. And twelve times higher than ten years ago. The increased use of resources has necessitated new resources and online resources.

The budget has increased dramatically too. Now that teachers are not using textbooks as much, the money is funneled to the media center for curriculum related resources.

As I answer these questions, I wonder how much is wishful thinking and how much is reality! In many senses, more is happening, yet my expectations are higher. I sometimes feel I was more successful at these things in a traditional school setting. . . .

#10 - not at this time but it is in the plans
#16 - space does not permit
#22 - not at this time we do not have the equipment

We have always had a very positive and involved media program. Joining the Coaliton and embracing the "Nine Common Principles" has made the demand for services from the teachers increase. We have always offered most of the services mentioned; the Coalition has caused the teachers to adopt a philosophy which more closely resembles the on-going philosophy of the media/information program. Therefore many of our services are being used or taken advantage of <u>more</u>.

Although the categories in #16 are our primary ones we have a diverse student body both in race and economic status.

So many of the answers to the questions are "same." I feel that it is because we were teaching in a way that reflected the coalition principles before we joined the group and we did not have to drastically change our methods.
#1a. The other librarian serves on that committee.

I have always believed in providing equal access to all types of media for students and teachers. What has increased since joining the Coalition is the number of teachers who seek to integrate libray use into their lesson plans. I have found that most teachers do not plan cooperatively--perhaps because they do not realize we can help them <u>design</u> research projects.

#17,18,19,20,28,36,37 - My previous school was a middle school which was organized into interdisciplinary teams. I participated in team meetings on a regular basis and was much more involved in planning there.

We have only been a member of the Coalition of Essential School since September '93. That is why all my answers would have to be "S."

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APPENDIX D

_____

2 - only from other high schools
3 - Never has been our policy
#15 - Try!
#18 - Never have really done this!
#28, 29 - Never really have!

APPENDIX E

Teacher Survey

Indicate the degree to which the library media specialist performs the following services in a Coalition School as compared with the degree to which s/he performed those services in a traditional school. Circle the answer which best describes your response.

	MORE	LESS	SAME
1. Gather materials in advance of a class or assignment upon request from faculty and staff.	62.5%	0%	37.5%
2. Secure materials through interlibrary loan for teachers, students, and administrators.	51.1%	4.3%	44.7%
3. Require a pass for students to use the library media center during the school day.	17.0%	17.0%	66.0%
4. Limit the number of items a student may check out at one time.	11.6%	27.9%	60.5%
5. Restrict circulation of some items such as reference materials.	14.6%	20.8%	64.6%
6. Provide access to a variety of materials and resources in a variety of formats.	75.0%	2.1%	22.9%
7. Provide electronic access to a variety of resources.	72.3%	0%	27.7%
8. Plan informally (e.g. at lunch or in the hall) with individual teachers.	66.7%	2.1%	31.3%
9. Provide student and teacher access to library media center resources and services beyond the regular school hours.	45.8%	2.1%	52.1%
10. Use interactive multimedia technology or computer based technology to produce learning materials.	63.8%	0%	36.2%
11. Model information literacy (access, interpretation, utilization, evaluation) skills.	51.1%	4.4%	44.4%
12. Provide unrestricted access to library media resources throughout the instructional day.	48.9%	6.4%	44.7%
13. Evaluate print and non-print resources with teachers.	37.5%	6.3%	56.3%
14. Create a resource center which serves as a seamless extension of the classroom.	52.1%	2.1%	45.8%
15. Integrate information literacy(access, interpretation, utilization, evaluation) skills across the curriculum.	55.3%	4.3%	40.4%
16. Facilitate student-centered learning activities in the library media center.	58.3%	2.1%	39.6%
17. Treat all resources as interdisciplinary in nature.	58.3%	0%	41.7%

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	MORE	LESS	SAME
18. Plan with teachers at regularly scheduled team or grade level meetings.	39.6%	10.4%	50.0%
19. Develop interdisciplinary, resource-based units of instruction with teachers.	47.9%	8.3%	43.8%
20. Participate as an equal partner with teachers to implement student-centered, resource-based learning activities.	47.9%	8.3%	43.8%
21. Decide with teachers which resources are appropriate for specific learning activities.	54.2%	2.1%	43.8%
22. Facilitate student use of interactive multimedia technology for exhibitions and portfolios.	66.0%	2.1%	31.9%
23. Individualize instruction to student interest and ability levels.	43.8%	6.3%	50.0%
24. Use Socratic method to assist students in developing essential or critical questions.	46.7%	6.7%	46.7%
25. Utilize a variety of teaching and learning strategies which promote higher order thinking skills.	47.8%	4.3%	47.8%
26. Assist students and teachers in selection of leisure reading materials.	29.2%	8.3%	62.5%
27. Develop the library media program with other people such as teachers, administrators, students, and community members.	56.3%	2.1%	41.7%
28. Develop curriculum content with teachers.	38.3%	8.5%	53.2%
29. Coach students in the design, implementation, and evaluation of exhibitions.	42.6%	6.4%	51.1%
30. Coach students and teachers on ways to access, interpret, manipulate, and incorporate information.	61.7%	0%	38.3%
31. Discuss with students and teachers a variety of options or possible solutions for solving problems.	58.7%	2.2%	39.1%
32. Provide equal access to information to all students.	35.4%	0%	64.6%
33. Facilitate cooperative, active learning activities.	45.7%	4.3%	50.0%
34. Serve as an education generalist first and a content specialist second.	42.6%	2.1%	55.3%
35. Create an atmosphere of trust and unanxious expectation in the library media center.	38.3%	6.4%	55.3%
36. Develop school philosophy and goals with administrators and teachers.	59.6%	2.1%	38.2%
37. Evaluate student learning and performance with teachers and students.	30.4%	6.5%	63.0%

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APPENDIX E

Demographic Information

Please answer YES or NO to the questions below.

1. a. Does your school have a curriculum committee? YES 66.0% NO 34.0%
   b. Are you a member? YES 42.1% NO 57.9%

2. a. Does you school have a textbook committee? YES 30.4% NO 69.6%
   b. Are you a member? YES 25.9% NO 74.1%

3. a. Does your school have a leadership committee? YES 72.9% NO 27.1%
   b. Are you a member? YES 30.0% NO 70.0%

4. You perceive the role of the library media specialist as essential to the Nine Common Principles of the Coalition of Essential Schools.
   YES 91.7% NO 8.3%

5. Other teachers perceive the role of library media specialist as essential to the Nine Common Principles of the Coalition of Essential Schools.
   YES 88.9% NO 11.1%

6. Administrators perceive the role of library media specialist as essential to the Nine Common Principles of the Coalition of Essential Schools.
   YES 91.5% NO 8.5%

7. Your primary area of instruction is: (Circle your answer.)

   Language Arts 25.0% Social Studies 20.8% Math 6.3% Science 10.4%
   Foreign Language 4.3% More than one area 18.8% Elementary Education 6.3%
   Humanities 4.2%

Please write your responses in the blanks provided.

8. Your total number of years as a classroom teacher:
   Range of 1 to 30
9. Your number of years of teaching in a traditional school:
   Range of 1 to 27
10. Your number of years of teaching in a coalition school:
    Range of 1 to 10
11. Your highest degree earned is: Bachelor, Masters, Specialist, Doctorate
    (Circle your answer) 23.4% 72.3% 4.3% 0%

12. Your highest degree was earned in: **Range from 1961 to 1994**

13. Number of classroom teachers on your faculty: **Range of 3 to 124**

14. What year did your school join the Coalition of Essential Schools? 19___

15. Circle all characteristics which apply to your school:

    Urban 33.3% Public 88.6% Senior High 65.2%

    Suburban 51.1% Independent 11.4% Middle School/Jr. High 13.0%

    Rural 15.6% Elementary 15.2%

    K-12 6.5%

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16. Circle the categories which best describe the ethnographic and economic profile of your school:

African-American 6.4% Asian 0% Hispanic 2.1% White 38.3% Mix 53.2%

Low Income 21.7% Middle Income 56.5% High Income 6.5% Mix 15.2%

17. Comments: (If your comments address a specific item on the survey, please write the item number with your comment. Feel free to attach additional sheets if you need more space.)

Many traditional schools have "coalition minded" media specialists - would influence this survey.

I am unable to see any real difference in how our media center [...] from that of a non-coaltion school.

We have always had a good library staff. Under CES we have more opportunity to incorporate the library into [...]

I felt the teacher survey did not offer enough choices. Most numbers were done before we became a coalition school. I needed something in between or another choice of some sort

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Our media specialist is an especially enthusiastic and dedicated individual. We are lucky to have her!

#12 - The number of meetings and multiple demands on all staff sometimes restult in our being unavailable to the students as much as we were when the school was more traditional. I don't know what the solution is, because we've all atended (and are attending) so many meetings before and after school.

Old library - lacking in space to make significant changes
Librarian and staff - old view of the library -
Changing slowly

I taught in an independent school for nine years, which, although not a Coalition member, embodied many of the principles of the Coalition.

1a.& b. - Every teacher is a member of a curriculum planning team

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We use the library of _____Community College.

#3 - Never
1a.& b. - Faculty generated curriculum by grade teams

Our library was really just revamped, within the last few years. Our librarian works very hard with limited financial resources to make the library into the one we all imagine. The vision is there, and is shared by all of us -- it will take us awhile to work out the financial and logistical kinks.

1a.& b., 2a.& b., 3a.& b - All teachers have input to all of these. The committees serve the staff.

We have only been in the coalition for several months. Changes that have occured at our school came about prior to our joining the coalition. The coalition only serves to reinforce our reasons for changing our instructional process.

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